DOCUMENT RESUME

ED 143 662 95 SP 011 536

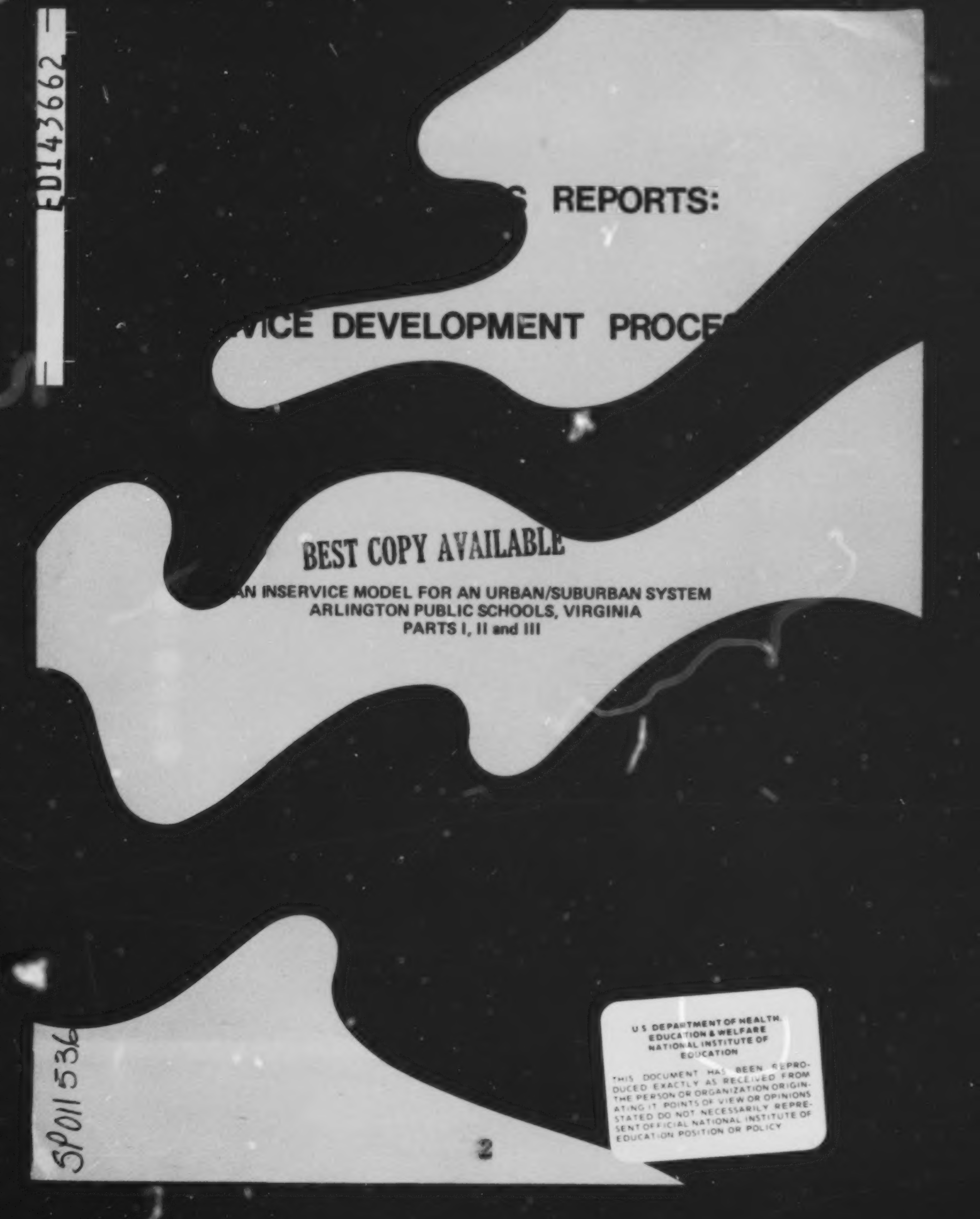
TITLE	An Inservice Model for an Urban/Suburban System, Arlington Public Schools, Virginia, Parts I, II, and III. Teacher Corps Reports: Inservice Development Processes.
INSTITUTION	Arlington County Public Schools, Va.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Teacher Corps.
PUB DATE	77
CONTRACT	300-76-0305
NOTE	284p.; For related documents, see SP 011 534, 535, and 536; Best copy available
EDRS PRICE	MF-$0.83 HC-$15.39 Plus Postage.
DESCRIPTORS	Community Involvement; Cooperative Planning; Decision Making; Elementary Secondary Education; *Inservice Teacher Education; *Organizational Development; Participant Characteristics; Policy Formation; Program Coordination; *Program Design; School Community Relationship; School Systems; Staff Utilization; *Suburban Schools; *Urban Schools
IDENTIFIERS	*Arlington County Public Schools VA

ABSTRACT

This report presents a model for single school staff development projects or programs within a large urban-suburban central system. Characteristics of such a system are identified as: rapid changes in the nature of the student population; active community interest; active teacher participation; the use of annual school plans and school board goals as planning tools for implementing development; a built-in staff development vehicle in each system-based program; and the need to distinguish between goals and shrinking financial resources for supporting inservice activities. In addition to examining traditional inservice activities at a single school site, this report and the models proposed emphasize a concept of continuing staff development. The report is divided into three components. The first presents an analysis of a central system's organization and resources in terms of its impact on single school staff development programs and the impact of single school programs on the system level. The second section discusses the role of the principal, the decision-making process at different levels, teacher incentives, collaboration with agencies outside of the school, and inservice problems. In the third section, two hypothetical models are offered for initiating preservice and inservice projects at a single school site. The elementary model is based on an open-concept school organization characterized by active teacher involvement in a vertical and horizontal committee structure for staff and curriculum development purposes. The secondary model suggests ways to teach the four basic academic skills of reading, writing, computation, and study across discipline lines. (JD)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED143662



S REPORTS:

VICE DEVELOPMENT PROCE

BEST COPY AVAILABLE

AN INSERVICE MODEL FOR AN URBAN/SUBURBAN SYSTEM
ARLINGTON PUBLIC SCHOOLS, VIRGINIA
PARTS I, II and III

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP011536

An Inservice Model For An Urban/Suburban System

Arlington Public Schools, Virginia

Parts I, II and III

One of four reports prepared for Teacher Corps by Arlington Public Schools, Virginia; Fordham University, New York; Washington West School District, Vermont; and Western Washington State College.

The material reported herein was prepared pursuant to Contract No.300-76-0305 with Teacher Corps, U.S. Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

INTRODUCTION

Somewhat over a year ago Teacher Corps initiated a procedure to contract for the design of Inservice Development Processes which could be used by a total school faculty in a single school site. The end-products of the contracts, it was envisioned, would be useful for designing the inservice component of a Teacher Corps project. As well, the planning process itself seemed a weak link in overall strategies for developing inservice. The materials, therefore, might eventually find a broad audience among educators beyond the Teacher Corps family. In May, 1976, a Request for Proposals was issued. It described the background and issues to be covered as follows.

As a result of recent legislative changes, Teacher Corps has been directed to undertake the mission of "supporting demonstration projects for retraining experienced teachers and teacher aides serving in local educational agencies." Teacher Corps views this new authority as a reasonable extension of the Intern experience and requires that preservice and inservice be conceptualized as individual parts of a single continuum of professional development. Because of limits on funding, and because change theory indicates a preference for the strategy, Teacher Corps interns and teams are placed in a single school setting, and the regular staff of that school--teachers, aides, and others (including community aides and interested parents)--are considered to be the retraining population. A project must show how it will effect this total school staff through the supplemental services provided by interns, direct retraining programs, and community service efforts.

The word, retraining, is intended to denote activities which are directed at improving the person's performance of assigned responsibilities through the provision of additional cognitive, affective, experiential, supervisory/advisory or other learning inputs. Retraining may mean inservice, or the two may be considered as strategies with the context of professional development and/or continuing professional education. The terminology is less important than the concept which suggests (1) a continuing improvement of teacher (and other professional/paraprofessional) proficiency throughout the lifetime of the practitioner, (2) preparation for additional responsibilities within the role than those developed during preservice experiences, (3) remediation and continued improving (including updating) of teaching skills, and (4) consideration of roles and skills other than teaching (or classroom related) required for the successful practice of the profession.

The purposes and motivation for retraining may vary widely within the Teacher Corps project. Some schools may be concerned with challenging a particular problem or curriculum issue, e.g., improvement of discipline, upgrading of reading skills, faculty cooperation/communication for policy making or curriculum planning, etc. These needs may have been developed through faculty cooperative planning, directed by central office fiat, or generated by changes in curriculum, social conditions, or community desires. The impetus may be either external or self-initiated by the person or the group. In any event, Teacher Corps is concerned with the total school faculty as the unit of instruction and change through the retraining process. Appropriate activities are described for each role group within the cooperating school, and necessary linkages are designed with preservice through the vehicle provided by the intern's program.

Within this group context, however, considerable attention is devoted to meeting the particular needs of each individual professional and/or paraprofessional. As Rubin suggests, "True artistry in teacher inservice education is a matter of fashioning expert performance out of the raw materials inherent in the teacher's nature. The sine qua non of healthy teacher inservice education is to enlarge rather than obliterate individual difference. The inservice process, therefore, while contributing to the quality and performance of the overall faculty and staff, must be designed to assist each individual member of the school group to learn what is needed to attain individual professional goals."

The foregoing considerations suggest that the inservice process must first evolve from an understanding of the purposes and limitations of preservice, the various levels of certification of faculty members (including the interest of some in achieving certification), and the relative years of experience of individual faculty persons. If total staff involvement is to be achieved, considerable attention must be directed towards building a mutual interest among the total faculty while providing for the various individual motivations. Inservice in the past has been directed to more limited kinds of problems and issues than is suggested by this stance.

From another point of view, inservice education is one method for organizational change and development, but it is only one method and one part of an effective plan. Inservice, or professional upgrading, must be related to some sense of desired institutional change, either in terms of improved student learning or variation in staff utilization (perhaps the introduction of team teaching or ungrading, etc.). In order to develop an effective inservice program, the school must have established some objectives for change, examined the institutional limits on change in either program or structure, involved the community in its proposals for change (and as sources of information and expertise), and considered the types of support required to bring change about. Inservice then becomes an important concomitant of the improvement of education for children within the school.

The inservice effort involves a number of organizations beyond the school, even when the efforts at planning are school-based. Perhaps the major interest group is the teachers association or union which establishes professional conditions for participation. The school district must consider the implications of the retraining both in terms of retraining costs and additional salary requirements. Further implications for the district include the effects on the community of moving forward with one school, even experimentally, possible changed relationships and communications with the community served by the school (especially new demands), limits on structural and/or organizational changes imposed by management styles or district policies, and relationships with other educational organizations.

The State Education Agency (SEA) role is particularly significant in the design and delivery of inservice. An SEA should have a plan governing appropriate inservice policies and procedures. Roy Edelfelt, in Rethinking Inservice Education (Washington, D.C.: National Education Association, 1975) suggests that the basis and structure for development of a continuing education program within a state contains these essential elements:

1. A legal framework for organization
2. A conceptual framework
3. A design framework
4. A support framework

Within this context he goes on to suggest that "an examination of new proposals and plans for continuing education at the local district level might begin by addressing the decision-making processes, the relationship of the plan to program improvement, the intended participants, the adequacy of resources, and the extent of commitment to teacher education."

The university school of education has been the traditional supplier of inservice training, usually through course formats or the design/delivery of workshops to meet district developed needs. Teachers requiring certification have usually found the institute for higher education (IHE) the only source of state approved credits, even when the courses have not contributed directly to the teacher's perceived needs within the particular teaching context. Too often university study has led to other professional levels or positions--training for up and out of the classroom--rather than reinforcing and expanding the teacher's skills for direct involvement with students. While the IHE retains an important role in the design and delivery of inservice, the focus of power for planning and designing programs is shifting to the local school district and to the organized profession.

Indeed, the significant element in the planning and delivery of inservice education is teacher power, emerging as the organizing element which may lead to a reconceptualization of the various institutional roles. Important issues related to teacher power include motivation for inservice, remuneration or other rewards (including inservice time scheduled during the regular professional day), and implications on staff roles, promotions, etc. Perhaps the least appreciated aspect of inservice education within the emerging field of concern is the importance of considering the teacher power issue and/or of facilitating teacher-controlled and directed inservice efforts.

This general background succinctly describes a number of issues which Teacher Corps seeks to challenge through this procurement. While the general focus remains on the improvement of a total faculty through inservice, in conjunction with the training of teacher-interns, this process must be considered in light of the communities and institutions which form the support and control systems impinging on the individual school, including the SEA and the IHE's.

At this juncture, considerable effort has been devoted to the study of the inservice problem by universities and professional associations. A small body of theory and viable practices has emerged, and a rather considerable literature on the subject is readily available. In addition to theory, this study of inservice has dealt with problems, issues, various organization and power roles, recommended procedures for planning policy and/or programs, and the relationship of various innovations(e.g., teacher centers) to the development of inservice programs. The study has considered the roles of the SEA, IHE's, teacher agencies, and, to a lesser extent, the community. While some attention has been devoted to aides, paraprofessionals, and community volunteers, these persons have been less well considered than teachers.

In spite of this theoretical/research base, there are only limited strategies and operating principles for planning and delivering inservice education, especially programs which are teacher power based (i.e., designed, motivated, administered, and evaluated by teachers) and which are concerned with the total faculty of a school. The relationship of the SEA, IHE, community, and other organizations to this kind of approach remains unclear, and the problems of teacher motivation have been explicated but not dealt with. In this context, Teacher Corps project design groups, aimed at the demonstration of new and viable programs and processes, find themselves limited in resources for project planning and development, and a critical need emerges as guidelines for the project to use in the development of inservice programs within the cooperating school.

It was anticipated that each contractor would design a procedure and set of immediately usable materials which could be distributed to interested single-school faculty groups and would deal with some or all of the following general questions related to the planning of inservice:

- What are the purposes of inservice education?
- What models and designs (power models, organizational, designs, delivery models, etc.) are useful for development within the total school context?
- How do differences in understanding about the functions and purposes of inservice education by various concerned groups (SEA, IHE, school district, teachers association, community, students, etc.) affect the selection, design, implementation, or use of various models, procedures, etc.? (Consideration should be given to the differences in viewpoints of vested or non-vested interest groups.)
- How would an inservice planning group use present theoretical bases, research, and extant prototypes in arriving at a situation-specific plan?
- What functions can interns perform (or what roles can they play) in relation to the inservice aspects of the Teacher Corps project?
- How can the LEA, or the school site, collaborate with the SEA, IHE, and other inservice resources, especially community resources?
- What incentives are there within the local situation for inservice, and how can they be exploited?
- How can the inservice be a true continuing staff development effort by considering the various levels of teacher experience and certification (despite a relatively flat career mode)?
- How can the inservice consider not only teaching and classroom related behaviors but also the other roles required of teachers and other staff members, including professional group member, planner and policy maker, learner, citizen, and community member?

The Four Contracts

As a result of the procurement effort four contracts were awarded. Each contract represented a cooperative effort between a local education agency and an institution of higher education.

Other organizations, relevant to the inservice effort of the particular contractor, were included as partners in the planning. Usually, the teachers organization was heavily involved in the design effort, and sometimes parents or students were included. All contractors were responsible for assuring the review of their materials and planning procedures by a total school faculty in a single school site, not so much for validation, as to insure that the materials spoke to faculty interests and needs in a reasonable way.

The contract period of performance was initially to be six months, but the work proved too complex for such a short period of time and was extended to ten months. During this time the contract directors met twice as a group to share ideas and to report progress. They were also able to attend a number of Teacher Corps events related to inservice planning. The experience of the contracts became a rich one both for the contractors and for Teacher Corps planning efforts.

Each contract proceded to undertake the tasks in quite distinctly different directions, and this independent approach is reflected in these reports. Each of the four had been selected because the sites offered contrasting considerations of what were believed to be some key factors. For example, two contracts were awarded to Teacher Corps sites (Fordham and Western Washington). Although Arlington, Virginia, had just been funded, the district had no previous experience with the Corps, and Washington West (Vermont) had never participated in a project. Two sites were rural (Vermont and Western Washington); two were urban

(Fordham and Arlington). Two prime contractors were school districts (Arlington and Vermont), and two were institutions of higher education (Fordham and Western Washington). Teacher organizations were heavily involved in two projects: the UFT with Fordham and the NEA with Western Washington. While there was contact and occasionally assistance from the local and/or national organizations with the other two contracts, the relationship was less endemic to the success of the ventures.

Summary of Each Report

A brief summary of each contract's outcomes follows.

Arlington, Virginia Public Schools
426 No. Quincy St. Arlington, VA 22207

MODEL FOR SINGLE SCHOOL STAFF DEVELOPMENT PROJECTS OR PROGRAMS WITHIN A LARGE URBAN-SUBURBAN CENTRAL SYSTEM

The inservice planning guidelines, project management procedures, organizational structures for teacher and community involvement, and the initiation/implementation/incorporation processes suggested by the Arlington report and models for single school Teacher Corps use are based on the following community and system characteristics:

- large urban-suburban system with a wide range of central resources, individual school organizations, and diverse student/teacher/school needs.
- rapid changes in the nature of the student population in terms of language, mainstreaming, skills development and career preparation needs.
- active community interest and involvement in school policy and decision-making through an established standing and ad hoc committee structure and network.
- active teacher participation and involvement in parallel ad hoc and standing committees for decision-making and information sharing on the single school and system levels.

- the use of annual school plans and school board goals as planning tools for implementing system and school based staff development or curriculum development projects;
- a built-in staff development vehicle in each system-based and school-based program or area of specialization to deliver service to the single school site or classroom;
- recognition of a need to distinguish between school-generated and mandated goals and inservice and to face the realities of shrinking financial resources for supporting inservice activities.

In addition to examining the components of traditional formal or informal planned inservice activities at a single school site, the report and models emphasize a concept of continuing staff development which can emerge or evolve from active teacher participation and involvement in curriculum development, textbook selection, policy making, program planning, decision making, or classroom materials development activities on the single school and system levels. Groups who propose school based inservice/preservice Teacher Corps projects based on the Arlington teacher and community involvement process models have the following resources to use as guides for their individual single school planning purposes:

PART I: CENTRAL SYSTEM ANALYSIS

An analysis of a central system's organization and resources in terms of its impact on single school staff development programs and the impact of single school programs on the system level. Topics discusses include: annual school plans; school board goals; influence of reorganization; The Teachers' Council on Instruction; Teachers' Innovative Fund; surveys and resource files; the role of curriculum, media, resource, or program specialists and coordinators;

the influence of contact teachers, coordinating or advisory committees; impact of career, human relations, bilingual education, special education, humanities, volunteer and state or federal special programs on single school staff programs.

PART II: COMPONENT PAPERS

The Role of the Principal is based on observations and perceptions of ten principals, each representing a different level and form of school organization.

Decision-Making discusses a variety of decision-making processes, examines factors affecting levels of teacher participation, outlines a variety of roles and structures for decision-making, and places emphasis on the differences between mandated and self-generated goals and how they affect teacher decision-making.

Incentives discusses teacher participation in inservice planning and implementation and the organizational structure as an incentive and lists over 80 specific inservice incentives cited by system personnel as contributing to the success of school programs.

Collaboration addresses mutual needs, participants' roles, authority and governance, implementation, and evaluation needs and activities and describes actual experiences with state education agencies, institutions of higher education, civic and government agencies, community, business and volunteer groups in cooperative school based programs.

Problems lists and discusses a variety of inservice problems associated with time, money, apathy, interest, confidence, administrative support, staff leadership abilities and expertise, planning, organization, and management. Other sections deal with a total school inservice program which failed from lack of teacher and community involvement in the planning, and 2) a Teacher Corps Project currently in operation within the school system.

PART III: HYPOTHETICAL MODELS

Hypothetical process models for initiating preservice/inservice Teacher Corps Projects at a single school site are designed for elementary and secondary school staff use based on the Training Complex and the Interdisciplinary Approach frameworks. Each model outlines processes for in-school proposal design and writing and guides for Community Steering groups to use during the planning consensus, committment, decision-making and implementation stages of project design and staff acceptance procedures. Both models suggest using the library or Media Center as a base of operations, a strong project newspaper, ways to involve interns in all school and professional activities, ways to overcome "substitute syndrome," on site IHE coursework including a management/hands-on course for project staff and key school personnel and a method for holding a series of "Bounce" sessions to gain staff, administrative, and community support in advance of project implementation.

The elementary model, PRESERVICE/INSERVICE EDUCATION, is based on an open concept school organization characterized by active teacher involvement in a vertical and horizontal committee structure for staff and curriculum development purposes. The theme of the hypothetical project revolves around a total school effort to implement a new writing skills goal and a school-community "Planning for the Future" program. However, the model can be adapted to any school organization or for implementing other school-generated goals.

The secondary model, BASICS: LIFE AND SKILLS TEACHING, suggests ways to teach the four basic academic skills of reading, writing, computation, and study across discipline lines. Featured aspects of the project include buzz groups; "Four and One" and "Buddy" group needs assessment and material development activities; community skills enrichment days; and special intern study and skills development activities.

Most suggested processes and guidelines for implementing Teacher Corps projects contained in each model can be used at either the secondary or elementary levels and many of the proposed structures, workshop topics or inservice activities could be conducted by a school staff without outside assistance.

Fordham University
School of Education at Lincoln Center
New York, New York 10023

THE URBAN INSERVICE EDUCATION EXPERIENCE

The papers in this volume emerge from the experience of Fordham University and the Angelo Patri Intermediate School through their mutual efforts to establish an open-space school in a highly complex low-income neighborhood of inner city New York. No planning model for inservice, as such, emerges from the volume but the collection of papers prepare the reader to understand the process involved in developing programs under conditions of organizational change and the implementation of new programs and concepts of education. Close coordination with the union was maintained throughout the contract, and papers reflect a clear understanding of working with the teachers' organization as a collaborative partner. The approach is clearly aimed at big city, open space, collaborative inservice experiences and would be of particular interest for persons working under these kinds of conditions. Others, however, may find valuable suggestions from the recording of experiences as one faculty developed rapport and self-initiated efforts. The following topics are covered by the study:

Acknowledgements
Introduction
Collaborating in Inservice Education: A teacher's perspective
Changing and Emerging Roles in Education: The role of the superintendent
Some Second Thoughts: A dean's reappraisal of the university's role in inservice education
School-Community Interaction
Open Education as an Alternative
Designing Inservice Education
Adapting College Courses for On-Site Teacher Education
Professional Staff Needs Assessment: A discrepancy analysis
School Design and the Educational Process
Lake Como to Frost Valley: An inservice "LifeShop"
Students' Role in Quality Education
The School-based Trainer of Teachers
Curriculum Development: Its goals and strategies
Incentives for Teachers in Inservice Education
The Supervisor as School Instructional Leader
Teacher Evaluation: A teacher unionist's view
The Urban Mission of the University
Contributors

Washington West School District
RFD #1 Box 53-E
Moretown, Vermont

A RESOURCE GUIDE FOR INSERVICE TEACHER EDUCATION

Materials consist of a manual organized in a loose-leaf notebook for use by teacher groups in planning inservice. Short substantive narratives are followed by practical do-it-yourself exercises which help teachers plan and develop inservice education, find resources, use outside assistance, and understand the many potential functions of inservice education. The model presented is essentially a straight-forward approach to planning beginning with needs assessment and continuing through delivery of inservice. Use of informal models is stresses. Emphasis is placed on the special conditions of rural schools and rural teachers, although the materials are generally useful to others. No special inservice coordinator would be required to initiate activities within a small single school site. Topics covered include the following:

- Introduction
- Types of Teacher Inservice Education
- Needs Assessment-Introduction
    - Teacher Needs Assessment
    - Needs Assessment in a Curriculum Area
    - Schoolwide Needs Assessment Strategy
- Meeting and Workshop Format
- Incentives
- Parent/Community Awareness of Inservice Teacher Education
- Release Time Models
- LEA/IHE Collaboration
- Funding for Inservice Education
- School Board Awareness
- Governance
- Administrative Support
- Negotiations and Inservice
- The Role of the State Department of Education in Inservice
- Rural Teacher Centers
- General Appendix

Western Washington State College
Bellingham, WA 98225

A GENERIC MODEL FOR INSERVICE EDUCATION

Included in the materials are a monograph, slide-tape introducing the planning model, and step-by-step procedures permitting a faculty to design its own inservice program following the steps in the model. Several scenarios are provided which are intended to provide concrete examples of effective, but different, inservice programs that could be developed under the rubric of the planning process.

The planning model is envisioned as taking place in a three-phase project. The model is presented schematically in Figure 1.

The initial phase is the determination of purpose for the local inservice program which involves two considerations: the definition of purpose and the analysis of limits. In the "Process Guide for the Initial Planning of an Inservice Program," which is one of the materials accompanying this monograph, there is a set of tasks to be used by a local group to accomplish the determination of purpose. This set of procedures will be referred to as Process A.

The second phase of the planning process is the design of the program elements. This part of the planning process is done by a representative committee which utilizes the information obtained in Process A. The committee proposes a plan for inservice based on the general definition and purpose. This phase is called Process B.

The third phase of the planning process is an evaluation scheme which is designed to be used by an external evaluator who reviews not only the agreed upon plan, but the planning process as well. This phase is referred to as Process C.

The generic model for inservice education and the planning process which utilizes the generic model attempt to provide a local team with a conceptual framework and a step-by-step procedure which will lead to a local, site-specific inservice education program. The variability of the programs from site to site will depend to a large degree on the local purposes which will determine the characteristics of the actual program. The value of the planning process will be judged in its ability to assist the local team in preparing a program which is internally consistent, that is, a program which has clearly stated purposes, and procedures which are likely to achieve these purposes.

Some Generalizations

A number of general conclusions emerged from the reports and may be of interest for future inservice planning. First, teachers as central to the inservice process, will become involved in planning and developing inservice to meet their own needs, but they will reject "outside" programs "laid on" by districts or institutions of higher education. Each report, while more or less adaptable to other areas as it stands, nevertheless clearly reflects a particular set of political and organizational factors within the environment from which it was created. In other words, inservice planning is rather strongly dependent on the particular milieu of the planners. Although the contracts were selected to reflect factors considered to differentiate among sites, the materials produced by each contract have applicability in situations not defined by these factors. For example, the practical exercises developed by Vermont would be found useful in urban or suburban settings, as well. The role of the institution of higher education emerges as one of potential service to the school faculty through the vehicle of collaborative planning, rather than the traditional one of control of coursework and credits.

The conclusions of most interest concern the definitions and approaches to inservice education and its conditions. Each contractor defined and structured inservice differently. For example, Arlington developed a model-type program based on the use of enormous resources from the central office of a complex system, showing how the individual school can plan for itself and make use of these resources. Western Washington developed careful linkages between the local education agency and the institution of higher education, thus reflecting a somewhat dependent relationship between these organizations as co-equal, collaborative partners. Fordham stressed the participation of the university and the professional organization in a school change plan, as the school was moving towards an open education environment, but required skilled assistance from the university. Vermont placed the local faculty squarely in the center of inservice planning, seeking to strengthen the ability of the teacher group to negotiate with both the local board and/or universities (or others) prepared to deliver services. The implications for the future of inservice in this respect are interesting. Many models of power brokerage appear able to lead to effective inservice planning. The key element, however, emerges as the individual faculty's ability to develop its own stance and to collaborate as an informed and co-equal partner in the planning process.

No development contract ever answers all needs and solves all problems, and so it si with these contracts. Several areas require additional attention. For example, the work on needs assessment for inservice was limited in each report. This condition could have reflected a feeling that the subject has been heavily stressed elsewhere and it was important to concentrate on other aspects of planning. But inservice needs were not sufficiently related to the needs of children within the participating school or based on a conceptualization of educational progress through the system. A "child study" approach to needs analysis and inservice design remains an important next step. Users of these reports may want to explore this area.

It had been hoped initially that models of inservice planning would emerge from the contracts. A model in this respect was understood as a finite set of procedures or elements defining the area of concern, accompanied by requisite materials, which would permit a more or less step-by-step definition of planning activities, usable by a total faculty within a single school site. It was hoped that inservice design could be generalized into some number of comprehensive and replicable alternative formats. Indeed, such models of inservice planning did not emerge from the contracts, and it seems too early in the state of the art to have held such expectations. Each contract, however, did analyze and present a process and materials which can be adapted to any single school site although the nature of the model will be governed by the design of the adaptation.

Readers of these reports, therefore, will find guidelines, materials, suggestions for procedures, and various sets of steps for planning inservice, but they will not find a model *per se* of the inservice process. The reports will provide support for local site planning and initiative. Specific materials or exercises may be selected to fit the context of a school initiated inservice plan based on faculty established needs and objectives. From these perspectives, the reports should prove to be extremely useful. A cross reference subject guide follows this introduction.

A follow-up activity is planned for the Inservice Development Process project. Another Request for Proposals is being prepared and will be distributed to X, XI, and XII cycle Teacher Corps sites. The purpose of this second procurement will be to encourage adaptations of the procedures and materials in these reports, to permit analysis of the inservice planning process, and to develop principles of organizational development related to inservice planning.

Related Inservice Planning Efforts*

There is a healthy proliferation of broad-based activites taking place around the nation related to inservice education -- examinations of the state of the art, needs, planning processes, criteria for programs, alternative delivery systems, networking, to name only a few. A fair summary of such activities would require time and space not appropriate to this publication. What follows is a sampling for the reader of some of the major efforts that are considering crucial problems and challenges facing us in inservice education.

- Current Teacher Corps projects are focusing major energies on demonstrating programs for retraining experienced educational personnel at their school sites. 117 projects across the country are individually responding to the new Teacher Corps retraining and demonstration mandates as well as integrating preservice preparation into collaborative programs that meet locally assessed needs. Each project experience as well as the collective experiences of regional and national networks will contribute a large number of tested approaches and data to the state of the art as well as offer new directions for the future.

- In addition to local project and regular regional network efforts, Teacher Corps is supporting a number of special projects in the area of inservice education. This publication is a presentation of final reports from one of those projects. A request for proposals to implement and evaluate the four inservice development processes presented herein is currently in process as a second phase to this effort.

- The Far West Teacher Corps network is presently coordinating a series of activities in the area of retraining teachers. A conference in 1975 resulted in a major publication, Rethinking Inservice Education,[1] that has been distributed nationally. The network has produced a pamphlet presenting 29 criteria for examining local inservice programs.[2] That and a forthcoming book entitled, Inservice Education: Examples of Criteria and Local Programs, integrate the results of a work conference held for member projects and professional organization representatives in 1976.

---

* This section was prepared by Bambi Olmsted

- A third effort sponsored by Teacher Corps is the National Council of States on Inservice Education. The Council was created to provide a way for states to examine, discuss and disseminate information about inservice goals, training materials, and retraining strategies. There are presently 17 states involved in the project: Arizona, California, Colorado, Florida, Kansas, Kentucky, Michigan, Minnesota, New Jersey, New York, Ohio, Oregon, Pennsylvania, Texas, Utah, Vermont, and Washington. Liaison representatives from AACTE, AASA, AFT, ATE, NEA, and Teacher Corps Networks are also involved with the discussions and committee meetings. The Council conducts leadership training activities for its member states, publishes a monthly newsletter entitled INSERVICE, will publish monographs on inservice education issues that are of interest to State education agencies, and has conducted a national conference on State Action for Inservice Education, the proceedings of which will be available shortly.[3]

- Teacher Corps in cooperation with the National Center for Educational Statistics has sponsored a major study on Inservice Teacher Education (ISTE) coordinated by Bruce Joyce and Lucy Peck. The primary purposes of the study have been to determine data needs in the area which could be used as a base for successive studies and to conceptualize ISTE in such a way that Teacher Corps and the broader educational community can more effectively guide its activities. Data has been gathered from existing literature, "experts," and participating role groups in ISTE via questionnaires, interviews and literature searches. Five monographs currently are available on I. Issues to Face, II. Interviews: Perceptions of Professionals and Policy Makers, III. The Literature on ISTE: An Analytic Review, IV. Creative Authority and Collaboration, and V. Cultural Pluralism and Social Change.[4] As a second phase to the study, teachers in Teacher Corps project schools will be asked to respond to a questionnaire on their needs and interests in inservice education. That is scheduled for fall 1977.

---

[1] Rethinking Inservice Education - Roy A. Edelfelt, Margo Johnson, National Education Association 1975

[2] Inservice Education: Criteria for Local Programs - Roy A. Edelfelt, Far West Teacher Corps Network 1976

[3] From the National Dissemination Center at Syracuse University

[4] Ibid

- The five year experience of the USOE Urban/Rural School Development Program provides considerable data on the effects of formal joint (parity) efforts between schools and committees toward training educational personnel serving children in low income communities. This program was a bold and early step forward in inservice educational personnel development. The first phase of the program (23 sites) is reported by James Terry and Robert Hess in a January 1975 publication entitled The Urban/Rural School Development Program: An Examination of a Federal Model for Achieving Parity Between Schools and Communities.[5]

- The National Institute of Education is supporting a number of efforts that include inservice education components in an overall program of utilization of research and development. As one of those efforts the National Education Association is working with 60 local school districts in 12 states to help teachers make effective use of R&D based inservice training materials. A national clearinghouse of information on materials (with an "800" telephone number) and corresponding system of state facilitators is in the initial stages of operation linking classroom teachers and their self-determined needs to usable research based training products.

- The Group on School Capacity for Problem Solving in NIE supports a wide variety of projects many of which are focused on inservice training within their local contexts. Examples of these projects are the Minneapolis Teacher Center Extension Project which is working with a number of public schools and the University of Minnesota in staff development, An Exchange for and about Teachers' Centers which has organized an informal support network of teachers' centers across the country, and Extending School Capacity for Self Support of Open Education which supports N.Y. City open education teachers' staff development through an advisory approach and a workshop center. Each of these projects is exploring alternative modes of inservice education by developing local problem solving capacity.

Some additional resources of potential interest to the reader, each the product of a set of activities exploring aspects of inservice education, include the following:

---

[5] Available from the School of Education, Stanford University.

National Symposium: Critical Issues in Teacher Inservice Education

Louis Rubin
University of Illinois
1975

Teachers Designed Reform in Inservice Education

Roy A. Edelfelt
Margo Johnson
January 1977 (final report to grant from
National Center for Educational Research
and Development, USOE)

Current Perspectives and Evolving Trends in Inservice Education in the United States

U.S./OECD Forum of Education
Organization Leaders, July 1976 prepared by
Kenneth R. Howey

Curriculum Development Through Inservice Education(forthcoming)

Association of Teacher Educators

Visions, Prototypes and Models in Teachers' Professional Growth (forthcoming)

National Council of States on Inservice
Education prepared by Louis Rubin

****

In Appreciation

The success of this contract activity depended on the efforts of a great many persons. The contractors and their staffs expended enormous effort in planning, studying, and reporting inservice activities and developing materials to reflect their approaches to some difficult problems in the field. The leadership and support provided by Bill Smith and Jim Steffensen facilitated the design and monitoring of the project and, indeed, made working on it a pleasure. Ellen Balko, the contracts officer, was especially helpful with the business of management of this complex activity. Bambi Olmsted, my colleague in the Development Branch, has worked closely with me, especially during the later stages of the project and on future plans, and she will provide continuity by assuming responsibility for the next phase, as I move from the Office of Education to a farm in Missouri (the better to contemplate inservice issues while developing a homestead operation). And while a great number of persons contributed ideas, suggestions, and comments to the project, my continuing dialogue with Dave Marsh, Assistant Professor at the University of Southern California, has provided wisdom and necessary correction to my judgements throughout this activity.

At the completion of the reports a panel of persons was assembled to review the contracts as a whole and to recommend probable uses of the end-products and possible next steps. The efforts of the following persons in this respect are appreciated: Gwendolyn Broyls, Jerome Clark, Kenneth Howey, Elaine Long, Dave Marsh, Anna Nuernberger, and Bambi Olmsted.

Walt Le Baron
Program Specialist
Development Branch
Teacher Corps

May 1977

****

A Cross Reference to Major Topics Covered by the Inservice Development Process Reports

Prepared by Dave Marsh

TOPICS	ARLINGTON PUBLIC SCHOOLS	FORDHAM UNIVERSITY	WESTERN WASHINGTON STATE COLLEGE	WASHINGTON WEST PUBLIC SCHOOLS
I. General Analysis of Inservice (definitions, overviewing rationale, types, historical context)	Introduction	1-8, 71-75	GM 4-6*, 10-11, 13-15	
II. Planning Models	133-231, (see especially the PIE Training Complex)		GM 4-55 IB whole PG whole	223-267 (note: emphasis on rural teacher centers).
II. Components of Planning Models				
Governance/Collaboration (decision making)	43-52, 59-60, 64-75, 93-106, 142-162	9-22, 33-46	GM 11-17 PG 14-15	180-183, 200-212
Funding/Resources	107		GM 17-18 PG 21-22	118-147
including roles for:				
- teachers		220-238	GM 15-17 PG 19-20	
- teacher organizations	53	11-14		
- principals	42-65, 112-114, 219	205-219		
- school district administration	220	23-32		171-175, 184-185, 189-199
- school boards	54			170-179
- state departments		17-18		136-137, 213-222
- IHE's	101	15-17, 33-46, 82-102, 239-249		96-117, 130
- community	103-105, 171	47-59	GM 23-24	72-81

	TOPICS	ARLINGTON PUBLIC SCHOOLS	FORDHAM UNIVERSITY	WESTERN WASHINGTON STATE COLLEGE	WASHINGTON WEST PUBLIC SCHOOLS
	Establishing Purpose				22-52
	(including:				
	-analyzing organizational and political situations	1-40, 64-75, 133-174	60-70, 123-133 149-160	GM 9-20 PG 8-13, 16-18	12-21, 53-63, 186-188
	-relating ISTE to conception of teaching, schooling				5-7, 82-90 64-71
	Conducting Needs Assessment/Defining Content		103-122	GM 21-25	91-95
	Defining Instructional Approaches	Part IV (under separate cover)	75-78, 82-106, 161-174, 175-191	GM 25-26 PG 25-26	148-169
	Staffing (including use of local talent)		51-52, 161-174	GM 26-27	
	Incentives, rewards for training	56-58, 76-92, 166-170	192-204	GM 18-19 PG 23-24	
	Released Time	106-107			
	Training Materials	Part IV (under separate cover)			
	Evaluation and Monitoring		220-238	GM 28-29, 44-59	
IV.	Case Studies				
	Planning/Conducting ISTE	114-131, 133-231	entire monograph	GM 31-43	

GM – Generic Model Monograph

IB – Informational Booklet

PG – Planning An Inservice Program: A Process Guide

TEACHER CORPS CONTRACT ON INSERVICE

Parts I, II and III

Prepared by

The Arlington Public Schools
Arlington, Virginia

for

Teacher Corps (HEW)

1976 - 1977

PREFACE

In the past few decades, American educational goals and trends have changed like hemlines from one extreme to the other. Goals for the fifties sought conformity, structure, productivity, speed, technology, and specialization. The sixties demanded relevance, concepts, freedom, creativity, and humanism. Now, in the seventies evaluation has set in. New words, new goals, new demands include accountability, communication, synergy, discipline, skills, liberation, competence and control. Perhaps the major difference between the fifties and the seventies is that these new, often diametrically opposed trends and goals are being defined, not from a Delphian "above" but from throughout each of the various segments of American society.

As is often the case, extremes set the style. The Coleman Report has surfaced to say the home, not the school is the critical factor in most student success. SAT's have fallen. Newman says language has deteriorated. University students are demanding money-back gaurantees for course work. Taxpayers are closing down schools rather than fund what they perceive as incompetence. The recent NIE report on innovative federal funded education shows little or no evidence of institutionalized incorporation after federally funded creativity is withdrawn. At the same time teachers are forming one nationwide voice to seek professional standards, power, status and compensation, the consumers demand more and more individual service and accountability from their local, state, and federal employees. In the same actions, most insist on local control, ethnic, cultural, community and individual identity, efficient budgeting, effective management, equal rights, and special attention.

Just as broad national goals tend to fall into simplistic categories, so does blame. It seems current blame has shifted from individuals, countries, or events to processes, styles, phenomenon, organizations or even cities. Few organizations do not have the phrases "the system", "dehumanization", "communication gap", "bureaucracy", "information overload", "overlapping goals", "Future Shock", or "poor management" in their grab bags of explanations for not reaching stated goals. Whereas two decades ago, change and new information were viewed as progress, today change in the seventies is often seen as pain and the intended beneficiaries as victims.

Ironically, the catchall solution most offered for the national problems of education is education of students, teachers, organizations, or members of the community. In 1960, when Kennedy took office "the quality of the teacher" was seen as"the key to good education." Proposed solutions revolved around:

- the need to recruit more and better teachers to the tune of 200,000 new teachers every year for the next ten years
- increased professional monetary benefits and status
- additional broad based expenditures, particularily in the fields of higher education. [1]

Federal action to meet national goals of training and recruiting teachers and to upgrade the teaching profession took place in 1965 in form of the Higher Education Act. Title V of this act was known as Educational Professional Development (EPD) and was addressed to teacher training and recruitment. This same act established the Teacher Corps which had broad responsibilities to:

- strengthen educational opportunities for children of low-income families
- encourage colleges and universities to broaden their programs of teacher preparation
- encourage institutions of higher education and local educational agencies to improve programs for training and retraining teachers and teacher aides.

Much has happened between 1960 and 1977 to affect how educational and professional goals are determined. Several of the major changes and overriding influences on the overall philosophy of planned institutional change are noted on the following pages to provide a foundation for understanding recent changes in teacher training federal legislation and the concept of "staff development" as presented in the Arlington Public Schools Teacher Corps report on single school staff inservice activities.

John W. Gardner. "National Goals in Education." Goals for Americans. The Report of the President's Commission on National Goals. The American Assembly. Columbia University, 1960., pp. 81-100.

FACTORS AFFECTING CONCEPTS OF PLANNED INSTITUTIONAL CHANGE

- The change from a national leadership centered in an elite administrative or management core to the idea and practice of participatory democracy and consumerism throughout every aspect of American life, government, and economy.

- The impact of television and other mass media on our lives. Ideas and opinions or the emotional impact of worldwide events or trends become as instant as a pack of soup and as available to everyone as they once were to a small educated and informed leadership, often creating what is known as impatient "open reality" in education and throughout all institutions.

- The pleas, popularized through the writings of such thinkers as Alvin Toffler , Buckminister Fuller and members of the Club of Rome to develop "systematic" ways of thinking and planning which will involve all participants in planned educational change which affects individuals, the small system or the entire system.

- The demands for leadership development reflected not only in news weeklies and TV specials but through writers like Toffler or Loye or leaders like Gardner or Nader who advocate establishing small group decision making networks within large organizations in an attempt to change from bureauacracy to ad-hocracy. At the heart of each needs assessment for leadership is the frequent cry to develop humanistic ways to anticipate problems along with ways to deal with crisis in the midst of Future Shock.

- The emergence of vocal and influential special interest groups concerned with education. These groups reflect the often conflicting perspectives of teachers, students, parents, business, industry, government, or university personnel. In addition to these traditionally perceived "components" , other groups have emerged to cross traditional role or stereotyped lines to express particular cultural, ethnic, generation, neighborhood, philosophical, political, economic, professional or occupational interests and concerns.

- The trend towards defining realistic and self-determined goals at all organizational levels as a way to manage change rather than to state broad, abstract goals, hope for the best, and leave implementation or achievement by participants largely up to their own initiative or intuition.

- Emphasis on the processes as well as the products of change or action, especially in the broad areas known as human relations or human resources development.

- Recognition of the zero budgeting, accountability mood, a process which starts with the present and goes to the beginning to justify continuing a program, practice, or project with public funds.

- A trend towards believing that concern, communication, cooperation, consensus, and commitment are among the keys to good education.

- The trend towards recognizing the need to develop ways to anticipate needs and to plan for the future in all institutions and organizations. For many social scientists, the first priority is to reassess concepts of on-the-job training and the relationship of work to learning to fulfillment. As is often the case, calls for leadership and responsibility for planned change are directed at educational institutions on local, state and federal levels.

The Educational Amendments of 1976

Current federal teacher training legislation reflects many of these trends, pressures and needs for change in the way educational agencies and institutions operate and perceive their functions and roles. At this writing, many of the goals of 1960 have not only been met but over met. Out of approximately 191,000 college graduates certified to teach each year, approximately 101,000 gain employment in education. The remaining 90,000 are left to join what is often described as the "overeducated-overspecialized" work force and must seek alternative employment or fulfillment in other occupations or professions. Thus, the Educational Amendments of 1976 extending the Higher Education Act of 1965 and the Teacher Corps are important not only for what has been added but for what has been struck out. Headings and subparts referring to "attracting and qualifying teachers have been deleted . In their place, the amendments make the following provisions or stated requirements:

- Provide job opportunities for local qualified professionals in Teacher Corps projects.
- Involve parents and community representatives in planning, consensus, and implementation processes
- Require cooperative decision making activities for personnel representing institutions of higher education, state educational agencies and local educational agencies when planning collaborative activities or programs.
- Fund released time and other incentives for inservice activities and local pre-project planning expenses.
- Conduct teacher training or retraining programs as an integral part of Teacher Corps preservice programs.
- Engage in research and development activities to demonstate management principles, procedures, operating policies and techniques, materials and methods at a single school site to produce information and guidelines for use by the Office of Education in designing additional Teacher Corps projects.
- Support demonstration projects for the retraining of experienced teachers and teachers' aides who are serving in local educational agencies.

In the summer of 1976, the Arlington, Virginia Public Schools along with groups in Bellingham, Washington; Burlington, Vermont; and New York, New York were awarded Office of Education, Teacher Corps contracts to study the concept and components of preservice and inservice teacher training at the single school site and to develop guidelines and management procedures for implementing school based innovative staff development projects with or without Teacher Corps assistance. Each participating group in the overall project represented a different perspective of rural, inner city, university initiated, and urban-suburban single school staff development programs and activities. Arlington represented the urban-suburban perspective.

The definition of terms and the parameters for data collection are among the first steps in any social scientific research project. The first challenge for each participating project staff was to define what "staff development" is. After analysis of current inservice literature and discussions with other inservice planners throughout the nation, it was obvious the term holds many meanings for a variety of educators and teachers. Some view staff development or teacher inservice education as a series of formal administration planned activities or events with carefully prescribed techniques, strategies, and objectives. Others see inservice as including informal activities and subtle processes used by inservice planners to change teachers' attitudes and performances. Still others choose to take teachers out of the passive voice in the definition and consider teacher participation in organizational, curriculum or program development activities as basic aspects of any school staff development program. This latter broad view is most in keeping with the way Arlington teachers, administrators, and community members use the phrase "staff development" in referring to their inservice actions or activities. Thus , the Teacher Corps Project Staff in Virginia used the following definition of staff development for the purpose of collecting data, analyzing process components, and making recommendations for meeting Teacher Corps and Educational Amendments Act of 1976 legislated needs and concerns.

> Staff development or teacher inservice education is any formal or informal activity a school staff , individually or collectively, may experience that may result in enhancing teacher or staff abilities to give improved professional or personal services to students in the school.

Within this broad definition, any of the following processes, structures, concepts or activities can be considered as "staff development" or "inservice" education.

- any planned teacher education activity such as workshop, seminar, conference, forum, symposium, lecture, dinner-speaker meeting, demonstration, panel discussion , cultural, information or media event.

- informal or spontaneous gatherings or information sharing conversation

- participation in school or system policy making or advisory committee work

- participation in school or system program and curriculum development activities

- participation in special training sessions to help teachers reach or meet mandated local, state or federal goals and program objectives

- university or college coursework on campus or at the school site or other system location.

- participation in reorganization, textbook selection or school community ad hoc groups

- participation in curriculum planning, preparation, and writing activities on the school and system levels

- teachers' individual pursuits to gain additional information, knowledge or professional expertise which can be applied to their teaching activities.

The basic idea or hypothesis which served as the foundation for the project staff activities centered around a belief that ways should be found to involve teachers and other affected total staff members in the planning and implementation of school originated inservice activities at a single school location in order to increase total school staff participation and to increase innovative change effectiveness. Built into this hypothesis was the need to examine and analyze the basic components of inservice planning which include needs assessment, decision making processes, incentives, major roles of participants, organization and governance, collaboration, characteristics of the activity itself, and problems for each activity studied or proposed.

Data was collected for the research and development activities of the Arlington Teacher Corps Project on Staff Development in the following ways.

- Advisory Committee meetings and individual recommendations reflecting university, professional organization, volunteer, community, administration, specialists, and teachers perspectives.

- Informal conferences and interviews with inservice planners and participants in single school and system sponsored staff development activities.

- Participation of project staff representatives in a series of Teacher Corps sponsored national conferences held in Las Vegas, New Orleans, Washington, D.C., New York City and Vermont.

- Input from approximately sixty system personnel who have had experience with single school staff development programs and planning. Data from these contributors was presented in written module form and described each experience according to component guidelines designed by project staff members.

- Input from the ten system personnel representing teachers, specialists, administrators, and community perspectives on both the elementary and secondary levels to design and plan hypothetical models based on training complex and interdisciplinary Teacher Corps framework criteria.

- A core of project staff members participated in each of the above activities and studied the various informal and formal data to present an overview of the variety of perspectives and information bases revealed through each individual or group project activity or process.

As is often the case, the data collected determined and shaped the final report form. As stated, the initial goal was to examine single school staff development programs and structures and to predict or design ways to encourage teacher participation in implementing additional inservice activities at any school building level. However, in almost every case, we saw a need to qualify the hypothesis and to explain how and why single school inservice activities were taking place in relation to county, state, federal mandates and governance or in terms of current community influences and practices or in relation to central services and resources. An additional need seemed to be to justify "staff development" over and over again as an established intricate network of school and county committee programs, activities and structures that exist throughout the entire school system. As a result, the final report has taken a five part form and an understanding of each part depends upon an understanding of the following factors influencing any one single school staff development program:

- basic analytical components of any staff development activity
- the total system organization as related to delivering staff development services to the single school staff
- the single school activity and organization as related to the central school system and organization
- community and other influences affecting a single school activity and staff participation
- the particular sources of information used to formulate broad generalizations and principles applicable to any single school staff development activity
- need to take care in forming guidelines based on current trendy bias of any one group within the total school or community environment

The five parts of this report on single school staff and site staff development and inservice teacher training are:

PART I: An analysis of the central school system's characteristics, organization, sources and resources as they affect single school staff development and influence professional participation of teachers in all aspects of single snd system school activities.

PART II: A series of component papers on various aspects of single school staff development activities. Topics examined include: role of the principal, incentives, collaboration, decision-making and problems facing inservice planners on the single school level.

PART III:

A. PRESERVICE/INSERVICE EDUCATION

A hypothetical Teacher Corps elementary model for total staff participation based on the training complex framework and criteria.

B. BASICS: LIFE AND SKILLS TEACHING

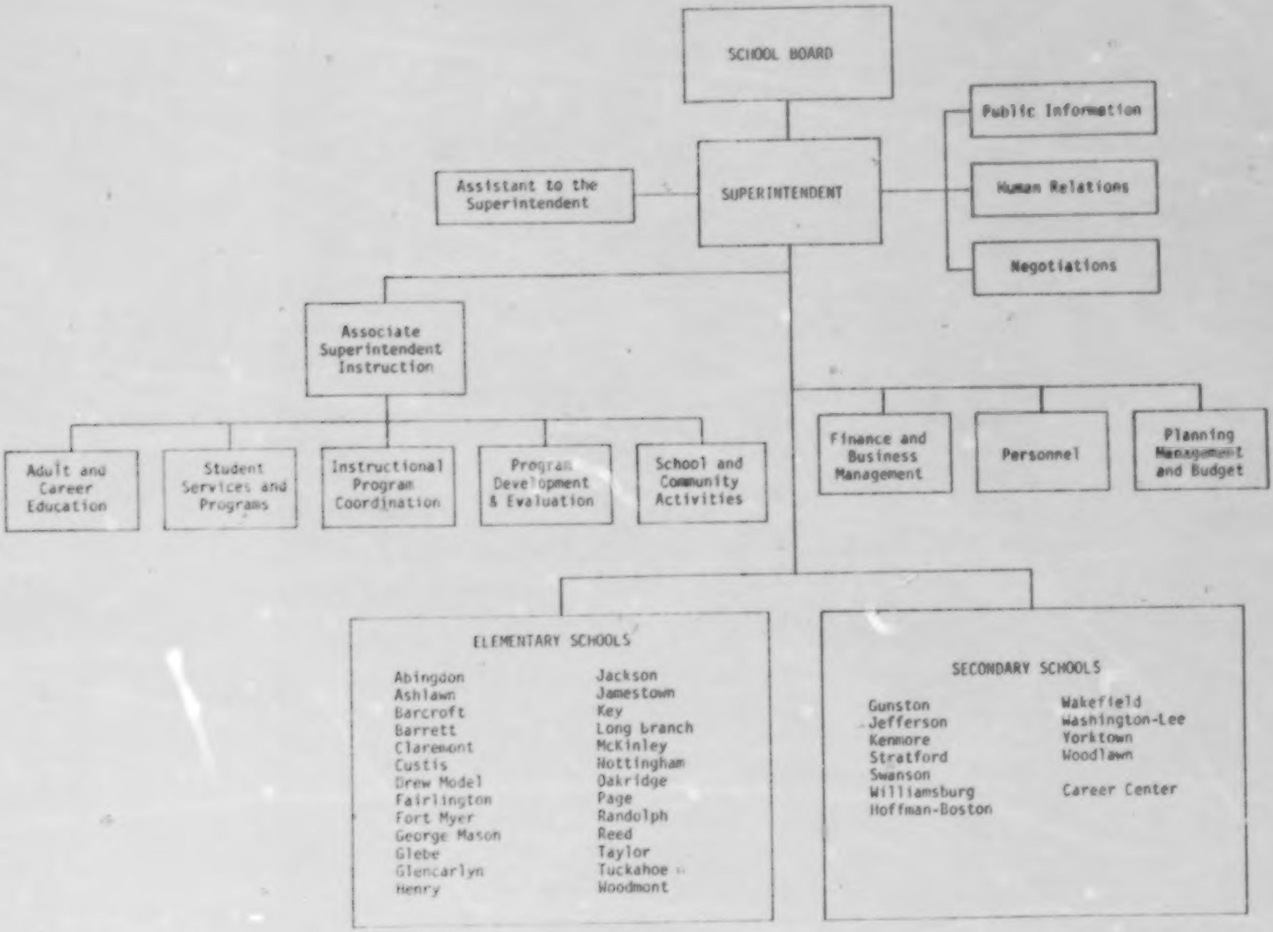
A hypothetical Teacher Corps secondary model for total staff participation and preservice training based on the interdisciplinary approach framework and criteria.

PART IV : Fifty five individually prepared and self-contained module contributions on single school programs written by teachers, principals, school and system specialists and support personnel, volunteers, and professional representatives.

PART V: Appendix materials to supplement information contained in each part of the report.

Although each part of this report can be read and understood separately, each part can be used to supplement or augment the other. Module and appendix references are cited throughout the report for use of readers wanting to gain a broader perspective of particular single school staff development programs or experiences. It is the project staff's feeling that personnel in other school systems using the information contained in this report will most likely need to follow a similar process of analyzing current school and system structures for staff development before applying recommended or suggested procedures and activities to the inservice planning processes at any one single school site. Organizational charts explaining the relationship of county and single school organization to staff development at the single school site accompany this preface to help readers get an immediate big picture of how staff development "works" in Arlington.

STAFF ORGANIZATION OF THE ARLINGTON PUBLIC SCHOOLS


SCHOOL BOARD
SUPERINTENDENT
Assistant to the Superintendent
Public Information
Human Relations
Negotiations
Associate Superintendent Instruction
Adult and Career Education
Student Services and Programs
Instructional Program Coordination
Program Development & Evaluation
School and Community Activities
Finance and Business Management
Personnel
Planning Management and Budget
ELEMENTARY SCHOOLS
Abingdon
Ashlawn
Barcroft
Barrett
Claremont
Custis
Drew Model
Fairlington
Fort Myer
George Mason
Glebe
Glencarlyn
Henry
Jackson
Jamestown
Key
Long Branch
McKinley
Nottingham
Oakridge
Page
Randolph
Reed
Taylor
Tuckahoe
Woodmont
SECONDARY SCHOOLS
Gunston
Jefferson
Kenmore
Stratford
Swanson
Williamsburg
Hoffman-Boston
Wakefield
Washington-Lee
Yorktown
Woodlawn
Career Center

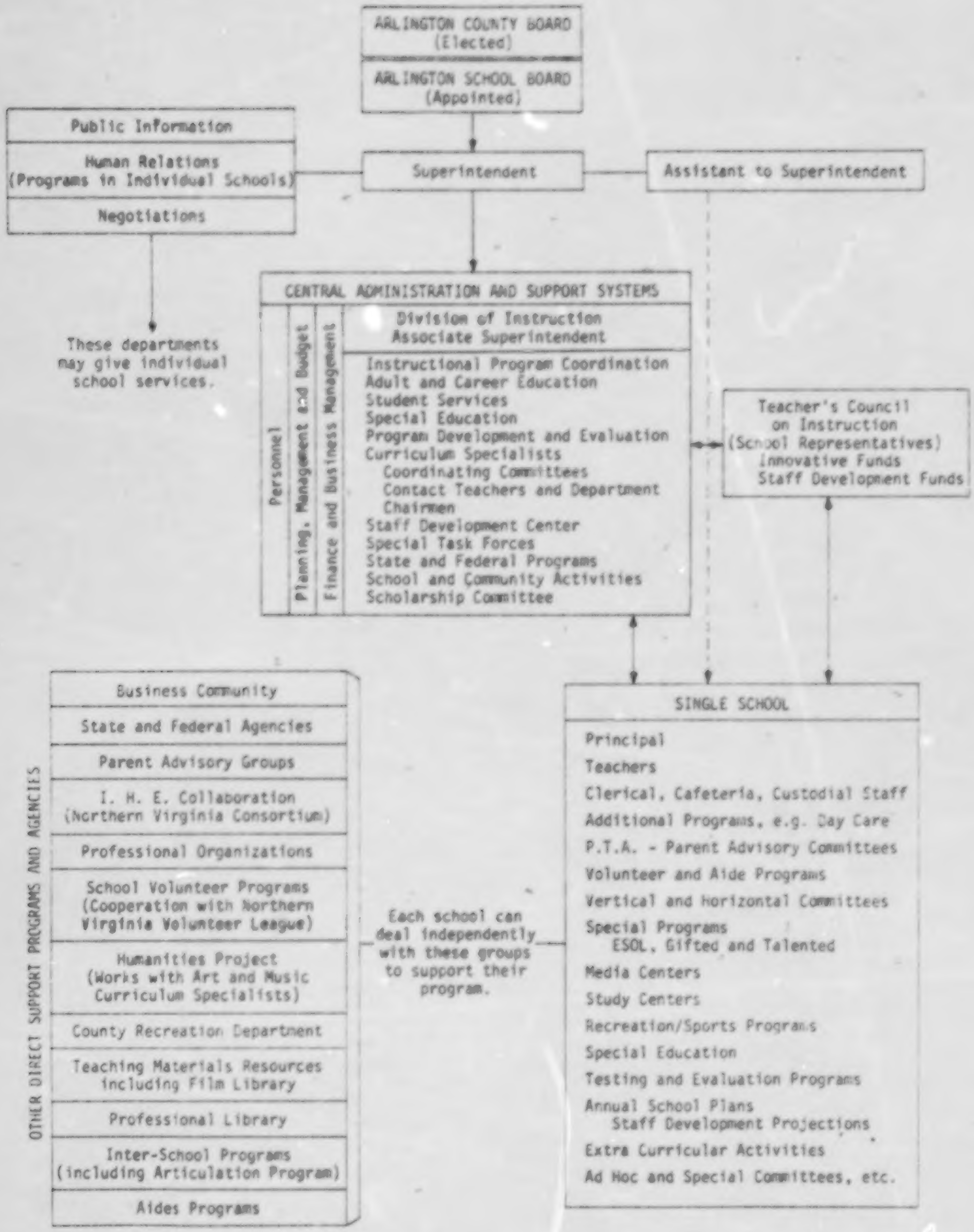

ARLINGTON COUNTY BOARD
(Elected)
ARLINGTON SCHOOL BOARD
(Appointed)
Public Information
Human Relations
(Programs in Individual Schools)
Negotiations
Superintendent
Assistant to Superintendent
These departments may give individual school services.
CENTRAL ADMINISTRATION AND SUPPORT SYSTEMS
Personnel
Planning, Management and Budget
Finance and Business Management
Division of Instruction
Associate Superintendent
Instructional Program Coordination
Adult and Career Education
Student Services
Special Education
Program Development and Evaluation
Curriculum Specialists
Coordinating Committees
Contact Teachers and Department Chairmen
Staff Development Center
Special Task Forces
State and Federal Programs
School and Community Activities
Scholarship Committee
Teacher's Council
on Instruction
(School Representatives)
Innovative Funds
Staff Development Funds
OTHER DIRECT SUPPORT PROGRAMS AND AGENCIES
Business Community
State and Federal Agencies
Parent Advisory Groups
I. H. E. Collaboration
(Northern Virginia Consortium)
Professional Organizations
School Volunteer Programs
(Cooperation with Northern Virginia Volunteer League)
Humanities Project
(Works with Art and Music Curriculum Specialists)
County Recreation Department
Teaching Materials Resources including Film Library
Professional Library
Inter-School Programs
(including Articulation Program)
Aides Programs
Each school can deal independently with these groups to support their program.
SINGLE SCHOOL
Principal
Teachers
Clerical, Cafeteria, Custodial Staff
Additional Programs, e.g. Day Care
P.T.A. - Parent Advisory Committees
Volunteer and Aide Programs
Vertical and Horizontal Committees
Special Programs
ESOL, Gifted and Talented
Media Centers
Study Centers
Recreation/Sports Programs
Special Education
Testing and Evaluation Programs
Annual School Plans
Staff Development Projections
Extra Curricular Activities
Ad Hoc and Special Committees, etc.

TABLE OF CONTENTS

Preface

Organization Charts

Part I

SCHOOL SYSTEM AND SINGLE SCHOOL ORGANIZATIONAL STRUCTURE

Page

Community and school system characteristics 1

Assumptions about staff development in Arlington schools 4

School Board Goals 8

Annual school plans 9
    - significance for inservice planning 10

Impact of county programs and policies on a single school .11

Impact of a single school or teachers on the system level .12

The regional experience 13
    - significance for inservice planning 14

Consolidated Teachers' Council on Instruction 15

Teacher Innovative Fund 15

Staff development survey. 15

Pool-It resource file 16

System inservice activities and workshops 16
    - significance for inservice planning 17

SYSTEM STRUCTURES AND PROCESSES FOR DELIVERING STAFF DEVELOPMENT SERVICES TO SINGLE SCHOOLS

Curriculum specialists 18
    - K-12 Coordinating Committees
    - Contact teachers
    - Parent Advisory Committees
    - Additional responsibilities 20

Teaching and professional materials resources 21
    - Teaching materials Center
    - Telecommunications Center
    - Film Library
    - Professional Library
    - Single school resources 22

Reading Programs 22
- Reading Improvement Program (RIP)
- Minimal Objectives for Reading Essentials (MORE)
- Reading textbook selection process
- IHE collaboration
- Reading Is Fundamental (RIF)
- Workshop activities
- Incentives in the Reading Programs 28

Title I - The elementary language arts program 29

English to Speakers of Other Languages (ESOL) 29

Bilingual Education Project 31

Special Education Programs and Services 32

Career Center Program 34

The Humanities Project 35

Human Relations Program
- Staff Development in Human Relations 37

Teaching in the Affective Domain (TAD)
- values education 38

Gifted and Talented Program 39

Community Volunteer Program
- student volunteers 41

***

Part II

COMPONENT PAPERS AND PROBLEMS IN STAFF DEVELOPMENT

I. The Role of the Principal in Single School Staff Development 42
- Decision making processes 43
- School organization 48
- Structure and practices affecting school based change 49
- Faculty evaluation 50
- Curriculum specialists 50
- Staff meetings 51
- Special programs 52
- Self studies 52
- Teachers' professional organization 53
- School Board and county regulations 54
- Orientation of new staff members 54
- Incentives 56

- Collaboration 59
- Factors that facilitate inservice 61
- Factors that encumber inservice 63

2. Decision Making for Single School Staff Development
  - Significance for inservice planning 64
  - Decision making processes for single school staff development 65
  - Factors affecting level of teacher involvement in single school decision making 66
  - Roles and structure for single school decision making 66
  - System services and single school decision making 68
  - Mandated vs. self-generated inservice 70
  - Some guidelines for school staff level decision making 74

3. Incentives in Staff Development
  - Involvement in the organization as an incentive for teacher participation in inservice . . . 76
    - . unity
    - . material and idea sharing
    - . administrative and teacher cooperation
    - . committee membership and inservice participation
    - . "Our" staff development programs
    - . release time and substitute syndrome
    - . summary 82
  - Incentive list 82
  - An example: Incentive and rewards for staff members to work on a federal staff development project 90

4. Collaboration in School Based Staff Development
  - Definition of collaboration and its parts 93
    - . mutual needs
    - . participants
    - . authority and goverance
    - . implementation
    - . follow-up and evaluation
  - Forms of collaboration 95
    - . state level collaboration
    - . Mainstreaming: an example activity
    - . Institute of Higher Education (IHE)
    - . civic and government agencies
    - . community, business and volunteer programs
  - Significance for inservice planning 105

5. Problems Sections 106

- a. General Problems 107
    - Time
    - Money
    - Teacher apathy, attitude, motivation, lack of interest or feeling of inadequacy
    - Lack of administrative support or poor leadership
    - Poor planning, organization and management
    - Other problems
    - Summary 113
- b. The P.L.A.N. Experience 114
    - First year in a new consolidated school
    - Staffing and staff development problems
    - Community and parent support
    - Mixed administrative and political support
    - Other problems
    - The phase-out and staff development 117
- c. Problems of One Teacher Corps Project 120
    - Approach to project development and implementation
    - Initiation of the project
    - School system support
    - Characteristics of our project
    - Proposal development
    - Proposal content
    - University-school relationships
    - Principal-project director relationships
    - Project staff-school staff relationships
    - Inservice activities
    - Integration of various components within the school
    - Preplanning and continuous planning
    - Adoption of the project 131

****

Part III

THE MODELS - ELEMENTARY AND SECONDARY

Elementary: PROCESSES AND STRUCTURES FOR SCHOOL-BASED CHANGE . 133
- Organizational Charts Long Branch School . . . 134
- Preservice/inservice Education Outline 136
- Teacher Corps Training Complex Framework 137

Secondary: BLAST - Basic Life and Skills Teaching 175
- Outline 176
- An Interdisciplinary-Teacher Training Secondary School-based Teacher Corps Process Model 180

****

Part IV

MODULES (under separate cover)

Fifty-five individual modules by school and community personnel to illustrate inservice experiences used to complete this report.

****

APPENDIX

1. Report Appendix- 1-24 (under separate cover)
2. Module Appendix (under separate cover)

****

We would like to acknowledge the cooperation and contributions of the following Arlington County citizens and school staff members in preparing this report.

Anne Alexiou
Betty Anne Armstrong
Michele Bajac
Victor Blue, Jr.
Camay Brooks
Daniel Brown
Ruth Brewer
Stanley Book
Richard Blocker
Linda Byrd
John Crowder
Patsy Cottrell
Mae Chianese
Gail Chesler
Karen Darner
Aimee Dye
Cheryl Douglas
Susan Evans
Catherine Eckbreth
Ronald Graham
Marlene Gustafson
Cynthia Garn
Nancy Houghtaling
Diana Hasuly
Marilyn Henkel
Charles Gordon Higgins
Winifred Hughes
Beth Hoffman
Hollister Hawthorne
Shirley Hogan
Carol Jenkins
Robert Johnson
Ruth Kovacevich
James Kasmarik
Nancy King
Mrs. Koeppen
Steven Kurcis
Margaret Lorenz
Marietta Lee
C. Lynn Lange
Joseph Macekura
James Myers
Helen S. Moore
M.J. Murray
Margaret McCourt
Celez Nitkowski
Raymond O'Neil
Edward Oliver
Martha Powell

Susan Perry
John Phillips
Adele Pennifill
Cathe Price
Harriet Rosen
Terri L. Reese
Patricia Russo
Margaret Sheldon
Seymour Stiss
Sharon Steindam
Peggy Stephenson
Ronald Sumner
Ralph Stone
Neil Shawn
William Sharbaugh
Marie Shiel-Djouadi
Christine Tate
Judith Tharrington
Sandra Tevelin
William Vollin
Walter Vosburg
Thomas Weber
Robert Wrigley
Nancy Whitney
Hazel Wysong
Myra Yeager
Joe Anne Zerkel
Susan Zajac

Advisory Council

Sally Boss
Gary Kilarr
Irene Michael
Marge Sales
Margaret Sheldon
Ann Townsend

Contract Secretaries

Gladys Krohe
Sonia Schuer

Project Coordinator

Todd Endo

Project Co-Directors

Larry Cuban
John R. Smith

Editor/Typist - Edwina Lake

PART I

COMMUNITY AND SCHOOL SYSTEM CHARACTERISTICS

Arlington County is located in Virginia, immediately across the Potomac River from Washington, D.C. It is a densely populated urban area which reached a peak population of 184,000 and a peak student enrollment of 26,000 in the mid sixties. At that time, the community could be characterized as a typical suburb. Schools were segregated and about 11 percent of the students were black. Relatively speaking, student needs were homogeneous and the general educational orientation was college preparatory.

In 1976, Arlington County is changing. When compared with ten years ago, the community is more urban and less densely populated. The student population is diverse in terms of race, ethnic, economic and family background. In 1974, Arlington was reclassified an urban area by the Washington Center for Metropolitan Studies and the population had declined to 165,000. School enrollments had declined to 19,000. Further declines are projected for the immediate future.

The composition of the student population has changed also. The black population has remained relatively stable, increasing to about 13 percent. Since 1971, the schools have been fully desegregated. The proportion of handicapped students has increased greatly because of state and federal laws that have assigned responsibility to the schools for all handicapped students, ages 2-21 . Greater pressure from parent groups, availability of state and federal money and greater realization of student needs have also influenced the system's special education programs. At present there are 358 fulltime special education students in various system schools.

The greatest change in the student population has been the dramatic growth in the number of students whose native language is not English. In 1977, approximately 2,800 ESOL students comprise 14 percent of the student population. The main languages represented are Spanish (800), Korean (400), and Vietnamese (400). Altogether over 50 native languages are represented. To respond to this need, the system has an extensive ESOL program, a Teacher Corps Project in bilingual/multicultural education, and a Title VII bilingual education grant.

Trends over the last decade have put great pressure on the system. Declining enrollments have meant that reduction-in-force is a way of life. A large group of teachers is uncertain if jobs will exist from year-to-year and few new teachers are hired in the system. Declining enrollment also means fewer citizens have children in schools and public support for education has declined. As a result, there is a growing taxpayer reluctance to fund the school system at the level the School Board wishes. Linked with this is the decline in revenue from state and federal sources. These two trends combine to create a severe budget problem. Few new programs are added and existing ones are examined carefully each year. Funds for such areas as staff development, human relations, and materials have been pared in recent years. While the human and material resources available to the system are declining, the increasing diversity of the school population and the increasing requirements of the state and federal governments have demanded new and different instructional programs and teaching strategies.

In 1977, then, the state of education seems shaky and the future is uncertain in the eyes of many of the staff and citizenry. There is growing pressure to return to "basics" and cut the "frills." One or more schools may be closed if enrollment continues to decline. Eight percent of system positions were cut last year and additional cuts may be made next year. If only one word could be used to describe the current mood, that word might be "anxious."

Still, the basic educational system is sound. The county spends the most per pupil per year in the state of Virginia. This expenditure of about $2,200 per pupil compares favorably with other metropolitan Washington school districts. The salary scale for teachers is one of the highest in the state and is on par with other metropolitan districts. A teacher's salary ranges from $10,547 to $23,143. The high per pupil cost results from the large proportion of teachers with accumulated experience and higher degrees. About 40 percent of the teachers are at the top step on the pay scale. The pupil-teacher ratio is about 26-to-1 and the system has a greater number of guidance counselors, curriculum specialists, librarians, reading specialists, art, music, and physical education teachers than are required by state regulation. Although cut in recent budgets, staff development funds remain substantial. Scholarship funds and sabbatical leave are available and staff development funds for general purposes and specific programs such as human relations are included in the current budget.

At present, the system consists of 26 elementary schools, 6 junior high schools and 3 high schools. Additional units include an alternative junior high school, an alternative high school, two adult day schools, one special education center, a Career Center, and four pre-school programs. All elementary schools include grades K-6 and four schools have a pre-K through 6 program. This situation is not stable as the School Board is considering seriously a proposal to move the ninth grade into the high school and to close two more elementary schools.

The most recent overt change to affect teachers and how the school system operates occurred just this month. The State Supreme Court has declared collective bargaining by public employees to be illegal and the system and professional organizations are in the process of assessing what effect this change will have on staff development as well as other system and school programs and policies.

We recognize Arlington is not alone in the types of problems individual teachers, schools and the system face. And we assume each school and school system under the federal umbrella has its own methods and structures for accomodating sudden demographic, economic, social, professional, or philosophical change. Accordingly, we suspect that no one single study can hope to offer a list of pat solutions for developing an ideal pre-service and continuing teacher training program to meet school and community needs. Therefore, each part of this report on staff development in a large urban-suburban school system prepared for the Teacher Corps is concerned far more with structures and processes for responding to the needs of change than with the need for or the product of inservice training. The system's current structure and process for individual teacher professional growth and for overall school and system growth through innovation has evolved over the past twenty-five years as the community has changed from rural to suburban to urban. Built into this process has been a community tradition of involving teachers, parents, and the community in policy, program, organization, or other educational change. Structures, practices, and processes will continue to be examined and refined to develop additional ways of meeting individual teacher, school, and neighborhood needs within a large metropolitan environment.

ASSUMPTIONS ABOUT STAFF DEVELOPMENT IN ARLINGTON SCHOOLS

The Arlington Teacher Corps Project made certain assumptions about staff development before collecting data to study and analyze before making recomendations in parts two and three of this report. Many of these assumptions may not be shared with other school systems especially those involving 1) system or single school ad hoc or special committee structures, and 2) curriculum or program development activities. Others are quite obvious factors existing in most teaching-learning processes, no matter who is the student.

- There is a continued and growing awareness among teachers and administrators and the community for the need of inservice training for all teachers and supporting staff.
- Unless in a crisis situation such as implementing mainstreaming or meeting the challenge of an influx of non-English speaking children, the identification of the kinds of staff development needed for any one school or school system is most often a question of individual teacher or school needs.
- A more diverse staff development program is needed when the teaching experience and background of teachers vary.
- Teacher participation in curriculum development work and the school's organizational governance is a dynamic inservice process and cannot be divorced from instructionally oriented staff development activities.
- Mixed feelings and attitudes exist about the value of pre-service training teachers have experienced in their undergraduate work. Hostile sentiments are often associated with formal inservice programs, especially courses designed by universities to fulfill certification and salary increment requirements.

- The evaluation of informal or formal inservice activities requires a long range plan to be credible. The effectiveness of the shorter or one-shot activity seems to be more difficult to evaluate than a long term program. Programs involving a larger number of participants are naturally easier to measure than individual staff pursuits for increased professional competence.

- Activities that involve teachers in the production of original teaching materials and the exchange of ideas immediately adaptable to a classroom situation are usually popular with teachers.

- Financial support to fund direct teacher payments, substitute release time, or other direct and indirect benefits is crucial to maintain a diverse and long range staff development program. It is also one of the most effective incentives for involving teachers in activities.

- Some of the most successful inservice is spontaneous, subtle and informal and is often not perceived as staff development by the teacher. These forms merit further study and understanding although they are difficult to isolate for association with concrete applicable strategies and procedures. A well designed human relations program may facilitate these forms of inservice.

- During periods of financial crisis and mandated cutbacks, some staff members do not react positively to a formalized staff development program viewing it as an unnecessary fringe activity.

- Teachers teaching teachers is one of the more effective forms of staff development. This strategy could be considered in planning, organizing and coordinating college courses to be taught by locally employed teachers and administrators.

- The principal as the "gatekeeper" of change often plays a key role in any school's staff development program. This role includes being a liaison , coordinator, provider, motivator, innovator, and active participant.

- Well designed follow-up or reinforcement activities are a necessary process in any successful staff development program.

- Centralized or system-wide staff development programs and personnel are utilized differently by each school and its staff. Some schools plug into these resources only as a means of supporting their own programs. Others use them exclusively in lieu of having no real program. Some schools may avoid or limit their participation in system activities and choose to conduct their own programs.

- Community, citizen, volunteer, or aide participation in staff development activities varies considerably from school to school. Factors affecting community participation include demographic characteristics, social economic, or educational backgrounds of the parents, ethnic groups, school and citizen leadership, the openness of the school to citizen involvement, past and current practices and the school's organizational structure.

- Elementary and secondary school staff development needs differ and planned programs should be administered differently. Although K-12 inservice programs are occasionally useful, most often organizational, size, program, and student differences require separate inservice activities. Proportionately, a higher percentage of elementary and junior high teachers attend formal staff development activities in comparison to high school teachers.

- Lack of teacher enthusiasm for secondary inservice might be related to departmentalization, the school schedule, the building size, subject matter specialization, teacher autonomy, and other factors inherent in current secondary school organization.

- Planners must consider the school calendar when scheduling an inservice program. Time factors such as the opening and closing of the school year, conference periods, holidays, special programs, and weather conditions may influence the outcome of activities.

- Many colleges and universities are ready and willing to collaborate in a variety of ways to meet the needs of a cooperative faculty. These accomodations include on-site involvement, one hour credit courses, and cooperative planning of courses related directly to classroom needs. Part of this willingness is a result of a decline in the pre-service training of new teachers and the competition among numerous colleges and universities easily accessible to Arlington teachers.

- Collaboration with local Institutions of Higher Learning is enhanced by generous scholarship funding on the part of the county and other programs.

- Federal and state funded projects often provide considerable impetus to staff development efforts although maintaining the momentum after the soft money is gone may be a problem.

- At present, the professional organizations seldom become involved in a single school site or system-wide staff development effort. The A.E.A. has expressed concern for continued professional growth, but few avenues for involvement in our county sponsored programs are open. The recently invalidated teachers' contract, which the system will continue to honor this year, stipulates specific payments for curriculum writing activities and for attendance at required after hours school sponsored events.

- A voluntary no-pay approach for attendance at staff development activities has been effective with many of our teachers.

SCHOOL BOARD GOALS

Five key school board goals serve as the basis for education in all Arlington schools and are the focus for county personnel in delivering services to the schools. All parts of the school system including each school, the Division of Instruction and special programs must prepare an annual plan geared to fulfilling objectives related to these goals. The goals are:

- Improving students' reading skills
- Improving students' math skills
- Improving human relations skills of students and staff
- Increasing students' understanding of themselves and their world through humanities
- Improving students' thinking skills

A sixth goal related to writing skills is being examined and others could be considered in the future. The selection of these goals at the present time is merely to define the School Board's "conception of basic schooling for all students." The focus on these five goals is not to exclude support for other subject related curriculum or individual school programs and each school staff has considerable autonomy in how it fulfills these and other school needs as stated in its annual plan. In a recent open letter to parents and the community, the Superintendent expressed the system philosophy surrounding these goals:

> While we have a set of basic goals, we do not have a basic way of getting there. We do not select a list of basic courses; we do not determine that there are certain strategies ; we do not define a basic type of student.....(this) is not to say that anything goes. Instructional strategies should be evaluated often to see if they are effective... the strategy should be evaluated as to whether it is effective in helping a particular student or a group of students achieve the basic goals established by the School Board.

Priority for staff development activities both on the school and county levels is quite often determined by how proposed activities will assist teachers in fulfilling their goal-related assignments. In addition, the school board goals also serve as the foundation for county services delivered at individual school sites.

ANNUAL SCHOOL PLANS

Each school staff is required to prepare an an annual school plan (ASP). The five School Board goals are often used as headings for these plans. Parents and school staff work together each year to chart the school's accomplishments and to set goals for the next year's programs. Listed individual school needs often include plans for bilingual, special education, career education, extended day, physical education, or other county wide programs as well as unique school projects or programs. Staff development projections to meet specific county or school goals are included in each school's plan.

The process of preparing annual plans varies from school to school although a basic format is encouraged. In some schools, the principal performs the task with assistance from community or staff members. In other schools, such as the one used as a basis for the elementary model proposed in part three of this report, the annual plan is a full staff and community effort that involves input from a web of permanent horizontal and vertical committees under the coordination of a central school staff development group. Membership in this committee network is distributed to insure some line of communication to and from each staff member and parent committees regarding each school board and school goal.

Personnel in all central administrative positions, departments, divisions, and programs also submit annual plans. In 1975-1976, the Superintendent's annual plan supported the idea and need for continuing teachers' professional growth and the system's responsibilities for improving staff development programs. Part of the plan was a goal to evaluate school board goal-related staff development programs and activities. In response to this administrative goal, the Superintendent's office circulated a questionnaire to a sample of 602 instructional personnel. Results showed the following levels of participation in school board goal related staff development activities:

- improving reading 53%
- improving computation skills..............32%
- improving human relations 73%
- improving humanities instruction..........49%
- improving knowledge of diverse children...65%

Sixty five percent of the respondents indicated that they had been effectively involved in the decision making processes related to curriculum and staff development. See Appendix #1 for more survey details.

Significance for Inservice Planning

The school board goals and the annual plan approach influence inservice teacher education in the following manners.

- There is a common and often system coordinated inservice effort that helps to meet individual goals and to facilitate total staff development efforts.
- This effort results in a sense of system unity and results in both shared and competive programs on both the system and individual school levels.
- Individuals, as teachers or as members of the community, are involved in the needs assessment and decision making procedures related to establishing goals and preparing annual plans.

See Appendix #2 for a sample annual school plan.

IMPACT OF COUNTY PROGRAMS AND POLICIES ON A SINGLE SCHOOL

The impact of central administration services and programs at the single school site must be considered in examining the characteristics or in predicting the possibilities of any one existing or hypothetical innovative single school staff development program. Divergent county, state, or federal programs and services often underpin the programs found in individual schools. In some cases, mutual cooperation takes place voluntarily; in others, the association is by mandate from School Board, state or federal law.

In Arlington, a school's or teacher's involvement with county programs may include

- participation in continuing county programs such as Gifted and Talented, Reading Improvement, ESOL, or Special Education
- activities resulting from consultation with any of fourteen curriculum specialists
- system sponsored workshops or courses organized by
    - two staff development helping teachers
    - a consolidated Teachers' Council on Instruction
    - curriculum specialists
    - special program personnel

Some schools may use a combination of these system programs or cooperatively devise other strategies for using county resources in individual staff development activities. Each school plots its course of action and staff members participate in system activities according to how they perceive school or individual needs.

IMPACT OF SCHOOL OR TEACHER ON THE SYSTEM LEVEL

The structure for delivering central administration **inservice serves as a two way street. Teachers** and individual schools use the same county-to-school path to exert influence on the direction of county and school activities, policies, goals, and programs. Individual teacher or school representatives participate on the system level by serving on a wide range of permanent and ad hoc committees and groups including:

- The Teachers' Council on Instruction
- The Human Relations Project
- **Inter-school** committees
- Advisory groups
- Subject area coordinating committees
- Community program and project groups

Active teacher involvement in these activities is high. Since July of 1976, approximately 600 teachers have participated in 23 different committees or study groups that have or will have an effect on county school policies and programs. In turn, teacher participation on the system level has a reciprocal effect on single school staff development programs.

A informal time schedule and structure for conducting meetings of these established or special groups within the system exists to avoid system or school conflict in competing for staff time and commitment. Most groups and schools abide by this suggested scheduling procedure which includes meeting times and places for the Teachers Council on Instruction, coordinating committees, elementary and secondary principal and assistant principal groups. Most meetings are scheduled for Wednesday afternoons and the schedule works as follows:

First Wednesday - in-school department meetings

Second Wednesday - county meetings

Third Wednesday - in-school faculty meetings

Fourth Wednesday - optional

Early release schedules in the elementary schools take precedence over this schedule. See Appendix #3

THE REGIONAL EXPERIENCE

A regional organization was in effect to deliver county services to individual schools from the 1972 to 1976 school years. In the summer of 1976, county services were recentralized. Although these regions no longer exist on paper, much of the regional concept has been assimilated into the central system.

Under the regional system, the schools were divided into three areas, each having a regional office staffed with a Task Force Leader, several curriculum specialists and a staff development helping teacher and coordinator. Each Regional Office worked with a Regional Teachers' Council on Instruction made up of teacher representatives from each regional school. These councils were empowered to select the types of staff development they felt was needed in their region and the Regional Office staff was entrusted to plan, organize, conduct and evaluate these activities. In general, each region consisted of a high school, its junior high and elementary feeder schools.

Although considerable cooperation took place between the regional and county school programs, it was possible that each region would sponsor and conduct overlapping programs. At the same time, it was possible for a single school to remain independent or become involved in both regional or system activities as the staff saw fit.

The regional structure allowed for a diverse approach to meet varied needs of individual schools, but it sometimes stifled county wide staff development goals. Regional approaches varied enough to create some confusion and a feeling of being left out if your region or your Teachers' Council on Instruction did not elect to conduct certain forms of inservice and another region did. Teachers had few opportunities to attend another region's activities. The competitive element built into this three regional structure was both beneficial and harmful. It fostered originality and dynamic approaches to some learning activities, but at the same time it stretched limited resources and a limited number of participants too thin. The three staff development centers working within a limited budget could not afford to offer inservice activities if a minimum number of participants was not enrolled. Many felt the same activities, offered county wide and operating on a unified staff development budget would be more likely to attract a required number of teachers to make certain activities possible for staff members with special needs or interest.

Under a subdivided system there may have been more sensitivity to individual school or teacher needs. But often a regional office's ability to fulfill these requirements was hampered by its shortage of resources, the lack of communication between curriculum specialists housed in other offices and the subordinate position the regions had to central administration. Treating each region in an equal manner was a complex and sensitive procedure for persons rendering county services.

When the region offices were closed, the curriculum specialists and helping teachers were consolidated and relocated in the central administration building. These administrative personnel now work directly with the Deputy Superintendent of Instruction and are able to work more closely with each other. Two staff development helping teachers, function within this group to assist in the planning, staffing, organizing, and conducting of teacher education activities and curriculum or program development. The staff development teachers also work with a newly organized consolidated Teachers Council on Instruction to select and conduct inservice activities which members feel are necessary and are a reflection of teachers' needs and interests throughout the central system.

Significance for Inservice Planning

The organizational structure of a central system for delivering inservice programs in a large suburban-urban school district is important.

- When a system is experiencing rapid community change, subdivisions may be counterproductive and may limit the number of services and resources the central system can offer to support a single school's programs and needs.
- Individual schools experience considerably more autonomy in a centrally administered structure since they have accountability to one less level.
- When the school system is subdivided into regions, individual effort and responsibility to serve unique needs of each subpart is enhanced. Originality often embedded in competition may emerge.

CONSOLIDATED TEACHERS' COUNCIL ON INSTRUCTION

As an outcome of reorganization, a consolidated Teachers' Council on Instruction was in operation by the fall of 1976. Appendix #4 contains School Board and administrative memoranda outlining the implementation and organizational process. This group consisting of one elementary, two junior high, and three senior high representatives from each school has as its first responsibility the "planning and conducting of staff development programs." Two staff development helping teachers are responsible for working directly with the Council in "coordinating the planning, conducting, and the assessing of staff development activities."

During its first year of operation the group has concentrated on the following processes:

- implementing a Teacher Innovative Funding program
- conducting a county wide survey of individual school and teacher staff development needs or interests
- compiling a central "human" resource file for staff development purposes
- conducting over thirty county inservice activities based on a previous Region II survey

Teacher Innovative Fund

Teacher Innovative Funding is a yearly program which awards limited financial assistance to individual teachers or schools for implementing instructional or curriculum experimental projects. A subcommittee of the Teachers Council on Instruction reviews funding requests and gives recommendations on the potential and merit of proposals. Several of the school based staff development programs described in the module packet were funded through this program. For further reference see Appendix # 5.

Surveys

The Staff Development Center conducted a county wide survey of teacher inservice needs this year. A similar survey of Region II teachers conducted last year has a nearly 50 percent response and was used to plan this year's system wide inservice program. This year's survey will serve as an additional guide in selecting future inservice programs. If survey results show a large number of teachers in an individual school share a mutual interest or need, it is possible the central staff development center will plan a program exclusively for that school. Sample copies of surveys are in Appendix # 2.

Pool-It Resource File

On the recent staff development survey, teachers could check off those activities they would be willing to help plan or conduct. Names of teachers who indicate their areas of expertise or willingness to act as inservice or workshop assistants are put on on 3 x 5 card and placed under appropriate heading in a Pool-It file. These volunteers are often asked to conduct workshops for system teachers or at an individual school site. Volunteer community and college personnel who are willing and capable of conducting additional forms of inservice are also catalogued in this card file and frequently are called upon for assistance. Individual schools may also use the file for their own staff development planning.

System inservice activities and workshops

In 1975-1976, after severe mid-year budget reductions in staff development funds, Region II's staff development survey was used to select nearly thirty inservice activities teachers said they would support or assist with conducting. With several exceptions, these programs were offered on a voluntary-no-pay basis. The volunteer no-pay approach for conducting workshop activities based on expressed teacher needs has continued through 1976-1977 with success.

The Staff Development Center under the direction of the Teachers'Council on Instruction often conducts inservice that is needed in a specific school. In many cases, a school with a particular need is often the location for a county planned program and an invitation is extended to other school staffs to attend. Visiting another school, especially newly built facilities, is often an incentive factor for teachers to participate in inservice activities.

Significance for Inservice Planning

School systems attempting to establish similar staff development processes and structures should create a climate where the following factors can exist:

- a willingness to have teachers, parents and members of the community to participate in a self assessed, participatory staff development program geared to meet both single school and system based needs.

- support for full time or part time personnel to operate and concentrate on a staff development program. Upper administrative support is especially important.

- a low key, but extensive long range campaign at all levels to emphasize the continuing need for all forms of teacher and administrative inservice as a means of meeting the needs of a dynamic school system and the community it serves.

- a commitment on the part of the local school governing board and segments of the community to support a staff development program

- a willingness on the part of the teachers and their professional organizations to cooperate in organizing such a program and to then become active supporters.

- both short and long range goals for a realistic program based on the unique needs of the system and its parts.

- structural organizational arrangements or changes to build in the staff development delivery systems at each level and within each program of the school system

SYSTEM STRUCTURES AND PROCESSES FOR DELIVERING STAFF DEVELOPMENT SERVICES TO INDIVIDUAL SCHOOLS

A staff development delivery system is built into each county program, service, or resource center which exists to help individual schools and teachers meet their own as well as system wide goals. The programs and services most often used by single schools or teachers include the following: curriculum specialists, teaching and materials resources, a system wide reading program, an elementary language arts program, a county humanities program, special education, career education and human relations programs as well as ESOL, Gifted and Talented and bilingual education projects. An all encompassing county and student volunteer program also involves staff development opportunities through each of the Division of Instruction, state or federal programs. The following section describes each of these programs as they relate to staff development at a single school site.

CURRICULUM SPECIALISTS

Curriculum specialists operate out of the central Education Center and are responsible for all instructional matters on the county level related to their field of specialization. The fourteen members of this group are part of a council of curriculum specialists which also includes several helping teachers and the county staff development helping teachers.

Curriculum specialists provide services or give assistance to the individual school upon request from the principal, department or individual teacher. They also may be involved in interdisciplinary efforts and other programs related to their particular area of subject matter expertise. For example, ESOL program personnel have cooperated with the social studies curriculum specialist to develop teaching materials for non-English speaking students and the reading program personnel have assisted teachers in all subject areas in cooperation with curriculum specialists. Specific responsibilities of curriculum specialists include coordinating efforts of their subject area related coordinating committee, contact teachers' group or parents' advisory group.

K-12 Coordinating Committees

A corresponding K-12 coordinating committee exists for each subject area coordinated by a curriculum specialist. Each subject area coordinating committee consists of elected teacher representatives from each school level and secondary students and parents appointed from various county advisory groups. The committees meet up to eight times a year during school time depending on the budget, and although the composition of each of these subject areas curriculum committees may vary, each has similiar tasks and functions. Most often under the committee leadership of a teacher, these groups are authorized to plan and conduct staff development activities for system or single school staffs, assist and advise the specialist in textbook , supplemental materials or film selections, and to help formulate long range subject matter related plans, set goals for the elementary and secondary programs and to help organize summer curriculum projects. Representatives serve as a communication line to and from the schools to the Division of Instruction.

Contact Teachers

A teacher representative for each major discipline acts as as contact teacher in each elementary school and the person in charge of each department acts as a county contact in the secondary schools. Contact teachers meet several times each year with the curriculum specialist to discuss common needs and to act as an advisory group for subject area concerns. The contact teacher serves as a two-way point of contact for a curriculum specialist and the principal in each school and serves to relay individual teachers' concerns about subject area matters to the appropriate curriculum specialist. Subject area contact teachers also assist by distributing information and materials from the Education Center and by making arrangements for county personnel to visit the schools for specific reasons. Contact teachers may also accept additional special assignments such as to act as a Bicentennial liaison or as a School Board goal coordinator when a goal relates to a specific subject area. The process for selecting contact teachers depends on the organizational structure of each school. In some cases, county subject area representatives may have similar subject area responsibilities or interest in a related committee structure in the school's organization.

Parent Advisory Committees

Parent advisory groups meet several times a year with each curriculum specialist to discuss curriculum matters, teaching materials and methods, special programs, and other subject area related matters. These advisory groups may also organize ad hoc committees to examine a specific area of concern raised by the committee members. The ad hoc committee then passes on their recommendations to the subject area coordinating committee or to the contact teachers group.

Additional Responsibilities

Implementation of federal, state, and local regulations related to subject area curriculum is a subject area specialist's responsibility. In addition, each is expected to have an overall awareness of subject matter content and teaching methodologies and to participate in local, state or national professional organizations reflecting subject area interests.

The hiring of new teachers for the system may involve an interview of the applicant with a curriculum specialist upon request of a principal or the Director of Personnel. At one time, this process was automatic and created an initial bond between new teachers and the curriculum specialist that may have resulted in more teacher cooperation with county staff development programs aimed at teacher education in the content areas.

This year curriculum specialists act as substitute teachers in the schools for a period of thirteen days. In addition to this field experience, they may be asked to observe classrooms by a teacher or by a principal. They also often work with media specialists on special projects or in cooperation with total system efforts such as the Reading Improvement Program.

TEACHING AND PROFESSIONAL MATERIAL RESOURCES

Teaching Materials Center

Located in the Education Center, the Teaching Materials Center is staffed by personnel who assist teachers or other personnel in learning how to operate audio-visual equipment and in the construction of classroom materials such as learning centers, filmstrips, or picture mountings. The Teaching Materials Center personnel will also conduct inservice for individual teachers or at a school site when several teachers request this service. The center has an open opportunity for teachers to train themselves in the operation of the video tape machines located in each of the schools.

Telecommunication Center

The Telecommunication Center located in the Career Center offers teachers an opportunity to learn how to use video tape machines as well as to develop the skills necessary for television film making. Center personnel have helped to make several staff development films and also conduct an extensive high school student training program in telecommunications at the center.

Film Library

The film library located in the Education Center contains an inventory of films which can be used in teacher training. Teachers or those responsible for staff development activities can request films for preview purposes and in some cases the library will be able to borrow additional films from other sources.

Professional Library

The Professional Library in the Education Center has a fine collection of professional books and periodicals which many teachers use as references in their coursework or classroom preparations. Resource personnel work cooperatively with the curriculum specialists and assist in distributing subject matter teaching aids and materials to individual schools.

The professional library staff members will also set up special displays on specific staff development themes. This service is particularily useful when teachers use the library or the adjoining rooms for inservice activities. The display is often worked into the programs and teachers are able to select teaching materials for their classroom needs. Professional library staff members can also prepare special displays for single school staff development needs.

Single School Resources

Individual schools have some parallel services to those found on the county materials and resource level. In most cases, each school has some books and periodicals which can add to a teacher's professional growth. Librarians and media specialists in each school are able to train teachers, aides, or interns in how to use most audio visual equipment and will assist teachers by ordering instructional materials, films, or books from the central library upon request.

READING PROGRAMS

The centrally administered reading program includes a Reading Improvement Program (RIP), Minimal Objectives for Reading Essentials (MORE), Reading is Fundamental (RIF). and various workshop, reading textbook selection and collaborative activities with university and ESOL or Title I language arts personnel.

The entire reading program is geared to give direct services to a single school site or classroom teacher. The Reading Curriculum Specialist and two helping teachers on the elementary levels spend much of their time in each of the thirty-eight schools working closely with classroom teachers, support personnel, administrators or with forty-one school staff reading teachers to achieve common goals. These many facets of a total reading program are held together through individual staff efforts and by a well thought out communication network between the county level personnel reading teachers, classroom teachers, principals and staff members of related programs. This network includes frequent contacts between school and county personnel in visitations, workshops, and committee work; a newsletter and other printed correspondence between the various persons involved in the reading program, and an intensive follow up process.

The reading program is represented on the central English-Language Arts Coordinating Committee and the reading teacher in each school acts as a contact teacher to maintain close relations with the principals, especially those involved in the Reading Improvement Program. In September, these principals participated in a full day leadership training workshop, "Matter of Commitment" to prepare for their involvement and responsibilities in the 1976- 1977 program. Many attribute the success of this workshop to the organization and communication processes of the overall program and its personnel. The program has exerted an influence on other system processes and a newly developed math improvement program is being implemented according to similar guidelines and policies.

The Reading Improvement Program

The Reading Improvement Program (RIP) was implemented in six elementary schools during 1974-1975 to focus on careful identification of school needs for reading program development and to establish a direction for meeting those needs in individual schools. Six visiting teams consisting of the Reading Curriculum Specialist, the Reading Helping Teacher, and a selected elementary reading teacher spent an intensive week during the fall in each of the six schools to:

- inventory existing programs of reading instruction
- assess strengths and identify with the staff areas needing improvement
- assist in the design of a program of reading improvement
- recommend appropriate reading instructional materials,
- monitor and evaluate with the staff the effect of the program.

In addition, each visiting team returned to the school for a period of follow-up work from one to three days to

- monitor the on-going program of improvement
- set plans for revision and continuation of the program into its second year
- provide general feedback , information, and help.

In the second year, the Reading Improvement Program was extended to six additional elementary schools and follow-up activities continued at the six original RIP schools. Each school staff participated in a Reading Improvement Program Week centering on school concerns and RIP objectives. Staff development activities are listed on the following page.

Reading Improvement Program Week Activities

- demonstration of techniques and methodologies
- individual teacher or group conferences on
    - diagnosis of student needs
    - grouping
    - scheduling
    - use of materials
    - utilizing tutors, aides and volunteers
    - facilitating communications among staff members
    - designing a coordinated building wide reading program
- **workshops** focusing on broad program concepts or stategies to develop specific skills
- consultant help for identified needs
- assistance in the selection of materials
- help with effective use of MORE
- evaluation summary of RIP objectives and staff reactions to activities at the end of the week
- RIP Team recommends activities to the staff for future implementation

Criteria for Selection of Six Additional RIP Schools

- a statement of need
- agreement by the staff to hear presentation of RIP leaders
- involvement of the staff in the decision to apply for a reading improvement grant
- the principal's commitment to participate in training , to be available during the days when the team works in the school, and to serve as the coordinator for visits by
- members of the visiting team
- decision by the principal and staff to set first priority on reading instruction improvement for the school year
- agreement to evaluate and report the results of the program

Selection Committee Criteria

- school's statement of need
- percentage of children reading two years below grade level, grades 4 and 6
- percentage of children reading two years above grade level, grades 4 and 6
- number of ESOL children
- student population
- number of teachers

An evaluation by 143 teachers in twelve RIP schools showed 82% had increased their insight into the total school program as a result of RIP; 76% felt their teaching was more effective; and 73% thought the program had a positive effect on student performance. The overall evaluation of the program showed that 83% of the teachers rated the program as excellent, very good, or good. A complete description of the reading improvement program is in Appendix #8 and Module # 25 demonstrates how the program is implemented at a single school site.

Minimal Objectives for Reading Essentials (MORE)

The MORE PROGRAM began as a diagnostic program for grades one through six and was administered through a Primary Grade and a Intermediate Grade division. Each division had its own objectives, inventories, composite test, profile and guide.

During the summer of 1975, a reading curriculum committee made up of four teachers and a curriculum specialist developed a MORE program for the seventh grade English and social studies content areas. Five secondary teachers assisted in these plans. Cooperating teachers attended workshops and received personal assistance from program personnel during the implementation process. The program has continued to grow in 1976-1977 and now includes science areas and one secondary school has conducted inservice in cooperation with program personnel and a local university. The reaction of secondary teachers has been positive and if funding permits, the program will be extended to other secondary schools upon request. Additional information on the Minimal Objectives for Reading Essentials program is in Appendix #8.

Reading Textbook Selection

The process of adopting new reading textbooks as required by the state every six years involves teacher inservice, publisher and parental collaboration and extensive reading program planning. The reading curriculum specialist began the current process last year with an initial contact with publishing companies to request preview materials. This was followed by submitting a plan for approval to the English/Language Arts Coordinating Committee and The Division of Instruction. The plan also included the formation of a related curriculum project group to consist of selected reading and classroom teachers who would work on textbook selection during released time or in the summer.

This year, the teacher and reading curriculum group selected seven new series of books to be field tested on a volunteer basis in individual schools. This field testing incorporates more teacher in the selection process and parent advisory groups in the testing schools are organized. During this period the complete sets of series are on display at the Education Center in the Curriculum Lab where meetings may take place between parents, teachers, and the curriculum specialist. Accompanying this step, textbook publishers conduct workshops on each of the new reading series for concerned parents and county staff. In February,1977, a selection committee which has been involved in the total process will make recommendations for local adoption and each school not involved in the field testing will have an opportunity to participate in inservice activities sponsored by textbook publishers and field testing school personnel to help make school selections. Once a school selects its series, the curriculum specialist and helping teachers will arrange a series of inservice activities to meet the needs of individual school staffs.

University Collaboration

Over twenty system teachers are participating in varying degrees in a Master's program or on a M.S. plus thirty basis in a series of courses related to teaching elementary reading skills in cooperation with Virginia Polytechnical Institute Extension personnel located in Reston, Virginia. Four courses were given last year and another four are in process this year. The content of these courses is sometimes worked out with a school staff's needs. One such case described in Module # 29 is a four way collaborative effort between the county reading program, two classroom teachers in the VPI program, a textbook program and the university extension.

Reading is Fundamental

A one-to-one Reading is Fundamental program is in several elementary schools. Volunteers and aides participate in this tutoring school-based program under the direction of the reading teacher or the media specialist. The program's basic idea is to have students select their own reading material from paperback books they purchase themselves or to have students select books from a rotating library collection assembled for this purpose. The program has received funds from the school budget in the past, but reductions this year have left its survival up in the air. Funds are available from the Northern Virginia Reading is Fundamental Program and a survey is underway in the schools to see if the system can qualify for outside funding.

Workshop Activities

The reading program's workshops are popular with both reading and classroom teachers. One overriding theme dominates these workshops: contruction and use of teaching materials. Materials are distributed to teachers with the stipulation that they must participate in some form of inservice training to learn how to use the materials. This approach is based on a belief that the effective use of materials will help improve teachers' skills and classroom competence. County teachers conduct most of the workshops and some of the workshop sessions have been a result of the Teacher Innovative Fund awards.

Incentives in the Reading Program

- Reading is the system's first school board goal and most teachers view reading as the most basic skill needed for success in any curriculum area.
- The direction of an energetic and task-oriented curriculum specialist and two helping teachers who are capable of understanding and adapting to a single school situation.
- Teacher involvement in the decision making processes and the implementation of inservice related to their classroom needs.
- The presence of a full time reading teacher in each school who act as contact teachers and may be involved with each teacher's daily program. Their relationship with principals, Title I teachers, media specialists and teaching staff members make them a vital resource.
- The collaboration with a university in an organized degree program in an area considered important by most teachers. Critical incentives seem to be adequate scholarship money and immediate application of course content to the classroom.
- The ability of reading personnel to shape their programs to meet both school and individual teacher needs.
- Reading workshops and other inservice activities are almost always accompanied by teaching materials and methods of applying them to individual teaching situations.
- The use of teachers to teach teachers and the sharing of ideas is facilitated by open communication and by LINK, a monthly newsletter, which gives recognition to teachers and serves as a medium for exhanging ideas among reading teachers. A sample copy of LINK is in Appendix # 8

TITLE I - THE ELEMENTARY /LANGUAGE ARTS PROGRAM

A federally funded Title I Elementary Reading/Language arts program has been part of the instructional program for over ten years. Title I teachers, the reading curriculum specialist, and Title I helping teachers and coordinators have developed the program which is in 17 of the 26 elementary schools and involves 21 teachers and one aide. A group of Title I teachers developed a Bank of Objectives for Title I children at the elementary level and related these objectives to various materials which teachers could use in the instructional process. The program gives identified students individualized instruction to ameliorate deficiences in vocabulary, comprehension, word analysis, expression, grammar, and spelling. An associated ESOL program is aimed at teaching students to communicate orally in English. This on-site program deals with small groups or provides individualized instruction in a closed instructional space. Staff members have a close working relationship with the reading program but Title I personnel are viewed as an independent group by most teachers. Title I teachers are involved in a series of inservice activities designed to meet their special teaching needs and also participate in individual school or system conducted inservice activities.

ENGLISH TO SPEAKERS OF OTHER LANGUAGES - ESOL

The English To Speakers of Other Languages program and programs such as the Title VII Bilingual Program and a Multi-lingual/Multi-cultural single school Teacher Corps Project often have overlapping spheres of interest. The ESOL program is county based and is under the direction of three helping teachers. For all practical purposes, one staff member has a role similar to a curriculum specialist and coordinates many of the county activities including the expenditure of federal funds. This program has a 26 member coordinating committee that includes parents and principals.

Currently 1,000 students are in the elementary and 524 students are in the secondary ESOL programs. A total of 30 teachers are divided equally between each of these levels. All schools have some form of ESOL instruction and the program is funded entirely by the school budget, unlike last year when the system received about $150,000 from emergency funding for Southeast Asian students. Continued funding is pending Congressional appropriation action.

The ESOL program operated in a crisis-like atmosphere last year as teachers found themselves with considerably more foreign born students than the system had anticipated after many Southeast Asian families had moved into the community. On top of this , there was a continuing increase in the number of Spanish, Korean, and other non-English speaking students in the schools. In this situation, many teachers were anxious to participate in activities that offered assistance in understanding and teaching the foreign born. Two part workshops in language and culture become a favorite format for these initial activities, but eventually other approaches were developed.

The continuing ESOL inservice and curriculum development program has been a cooperative ESOL, county services, and university effort. ESOL programs and teacher sharing activities produced some materials. Curriculum specialists conducted subject matter workshops to produce other materials and summer county curriculum projects produced even more. Teacher participation in University of Virginia Extension courses with a 'hands on' format produced additonal materials to help teachers meet specific classroom needs. The County Scholarship Fund provided the teachers' tuition fees for these courses and in some cases the system subsidized under-enrolled courses.

The local school-based ESOL program has begun to expand. ESOL staff members have cooperated with adjoining counties to search for new ideas and materials applicable to system needs.and a citizen's advisory council has been established. Several county personnel have served as consultants to ESOL programs in Florida and North Carolina.

ESOL Tutorial Centers are based in three of the secondary schools and the secondary ESOL Center is located in the Career Center. Seven instructors help students bused to the center from their schools. This and other ESOL programs attempts to deal with all programs involving non-English speaking students. ESOL personnel help other personnel with testing, citizenship procedures, transcript interpretations, guidance, distribution of instructional resources and other individual needs ; Sample ESOL materials are in appendix # 9.and Module # 50 suggests a single school program.

BILINGUAL EDUCATION PROJECT

The school system has just received a federal grant under the Bilingual Education Act (Title VII). The purpose of awards under Title VII is to establish equal educational opportunities for all children. The Bilingual Project's goal is to encourage the establishment and operation of educational programs using bilingual educational practices, techniques, and methods to demonstrate effective ways of providing for children of limited English speaking ability. The instruction will be designed to enable these students to use their native or dominent language while learning to achieve competence in the English language.

The staffing for the project this year consists of a project director, Korean bilingual teacher/community coordinator, and a Spanish bilingual teacher/community coordinator. The work this year is to concentrate on feasibility studies and planning for broader implementation in the next project year as well as to offer limited inservice opportunities. Services are classified in the following ways: instructional, training and community. The instructional activities are limited to six project schools.The community and training programs will place priority on these schools but will also provide services to all Arlington schools within the limits of time and resources available.

Instruction

- Selection and training of bilingual aides
- Supervision of instruction in native language
- Supervision of bilingual aides in classrooms
- Development, selection, and evaluation of Korean and Spanish curriculum materials
- Selection and placement of students
- Selection and placement of staff for project schools

Community

- Serve as a liaison between Spanish and Korean communities within the school system
- Perform translation and interpretation services
- Act as a bridge between Spanish and Korean homes and the school

Training

- Inservice and preservice
- Technique and methods for multi-lingual/ multi-cultural education
- Cultural and language background of students
- Courses and workshops geared to meet the needs expressed by schools and communities

Nearly forty teachers signed up on a free tuition basis for an introductory bilingual course offered in cooperation with Trinity College. The Bilingual Director who teaches the college credit course may have to be selective in his class enrollment which was planned and funded for 15 to 20 students.

SPECIAL EDUCATION PROGRAMS AND SERVICES

Exceptional children's education is an integral part of the total education program. Students who deviate from the normal expectation in physical, mental, emotional, or social characteristics to such an extent that they require special services or placement in a special education class if they are to develop to their maximum capacities receive what is known as special education. Special education programs and services are provided for pupils who:

- manifest problems in social or emotional adjustment
- have specific learning disabilities
- are mildly mentally retarded
- are moderately mentally retarded
- have physical, orthopedic, or chronic health problems
- are partially sighted or blind
- are hospitalized at the National Orthopedic Hospital
- are pregnant and temporarily excluded from the secondary schools where they are enrolled

During the 1976-177 school year, ninety-one teachers and helping teachers are delivering services in eleven elementary schools and in all junior and senior high schools. Some of these programs operate in conjunction with George Mason Center; the National Orthopedic Hospital, and a county family center. Certain schools serve as centers for some programs, thereby influencing the operation of the schoool and needs of the teachers. Mainstreaming, a current controversial and challenging policy has served to involve many regular classroom teachers in the special education programs.

The School Board has taken a solid stand in favor of meeting individual students' needs if at all possible. This board position has resulted in decisive action in the mainstreaming process in individual schools and has created a need for teacher inservice to implement the process on a classroom level. The system is currently conducting several introductory workshops series for teachers in mainstreaming and is working in cooperation with state personnel to offer a workshop series on the individualized instruction program. This approach is described in more detail in the collaboration section of Part II of this report.

The process of evaluating students for these special education programs is conducted in accordance with local, state, or federal regulations. The complexity of the process and the steps involved in evaluation are often far removed from the regular classroom teacher's experience or training. Consequently, various forms of joint and separate staff development or training activities are vital for both special education and classroom teachers. Sensitizing the regular classroom teacher to the needs of a special education program requires unique school forms of inservice. Modules #23 and #41 suggest some ideas about adapting a special education staff development program in both an elementary and secondary school situation.

CAREER CENTER

The Career Center, a secondary vocational education center provides a comprehensive vocational program in cooperation with all secondary schools. This newly constructed centralized facility has up-to-date equipment, diversified curicula, and a specialized staff. Staff members provide vocational programs, coordinate guidance services with participating schools, and assume responsibility for placement service. Despite logistic problems created by a centralized vocational facility and busing procedures, the Career Center provides more and better technical educational opportunities than any one school could previously offer. The curricula can be planned according to current and projected employment needs, individual interests, and the needs of the handicapped or disadvantaged. Members of the Career Center teaching staff have diverse educational and professional backgrounds. Some are part time instructors and may also have employment in business or industry. They are invited to all county staff development activities and also conduct their own in-house inservice program.

The collaborative efforts of the Career Center are extensive and involve representatives of business, industry, community services, Board of Education, community colleges, central administration , and the various schools served by the Center. Adult programs are offered during the day and evening and the Center serves as the location for parts of the secondary ESOL program. Other services include a public library branch technical reference collection, a human resource center which provides medical and other county services, and an elementary school program and school on the same site.

Much staff development and school wide inservice education is needed to help teachers and students alike to understand career center programs, the value of vocational education, and to recognize the special needs of vocational education students who travel to and from several buildings in the course of a normal school day. Module # 45 describes a total school staff development program which members of the guidance department have conducted in cooperation with Career Center staff members to help students and teachers learn more about vocational education opportunities. and Career Center needs. A list of current Career Center programs and inservice activities is in Appendix # 10.

THE HUMANITIES PROJECT

The Humanities Project is a county funded arts-in-education program which is in its fourth year, to offer programs in dance, mime, drama, puppetry, music and opera on-site in individual schools. Performing artists are from the Arlington Dance Company, the Adventure Theatre's In-School Players, Arlington Theatre Associates, Puppetell, The Riverside Mimes, The Arlington Symphony, The Opera Theatre of Northern Virginia, The Vagabond Puppet People and other craft and music groups.

The project has administrative support from the Performing Arts Section of the county recreation department and receives volunteer support from the Service League of Northern Virginia. A large steering committee made up of county and school personnel, artists, staff development teachers, and Humanities Project personnel assists in planning, coordinating and implementing project activities.

Each school elects to participate in project activities according to its own needs and objectives. Involvement in Humanities is one of the School board goals and an individual school's annual plan will often forecast a school's intent to become involved in various Humanities Project activities. Organizing and scheduling programs within a project that serves twenty-six elementary schools is a complex process. The Project Coordinator works closely with the schools to design or choose artistic programs meaningful to yearly goals in the humanities.

Last year over 10,000 students and teachers participated in Humanities Project activities including 99 performances 100 workshops and 15 teacher training workshops. Teacher and parent representatives from each elementary school participated in county workshops entitled "Arts in Education" to gain a project program preview and to exchange ideas with the artists. Contact teachers from each school attended a second workshop held in the Spring in cooperation with the county personnel of the state Gifted and Talented Program.

The Humanities Project is an example of an enthusiatic and well received program designed to give volunteer and community service to a single school site. Teacher involvement in the necessary inservice required to implement the program has proved to be successful. A Humanities Project-sponsored University of Virginia three credit course, "Arts in Education" is in process for county teachers as is a humanities course taught by the system's art curriculum specialist for the fourteenth year. Detailed descriptions of the humanities program, a typical yearly calendar, staff development programs and an organizational chart are in Appendix # 11.

HUMAN RELATIONS PROGRAM

The Human Relations area seems to be a vital factor in establishing a Teacher Corps Project at a single school site. An initial intensive orientation program, and a healthy ongoing, well planned series of human relations program is often seen as the key to innovative project success by participants as well as planners. This factor has been reiterated and restated in the literature we have consulted, in the reports and group meetings of local contributors, and in informal conversations during visits to a New York City Teacher Corps Project site and with county based Teacher Corps project personnel.

At present fourteen schools fully participate in a system sponsored Human Relations Program although plans are underway to extend the level of total school participations in keeping with the priority assigned to human relations by the school board goals. In the past, many of the activities organized by the Human Relations Program were concerned directly with the multi-racial and multi-cultural make-up of the schools and sought to deal point-blank with such issues as ethnic culture, awareness or identity. Today these same concerns are addressed in cooperation with other programs such as humanities, ESOL, or other system and school programs.

Today broad concerns of the program include school community relations; staff relations; student, teacher parent relations; administration, teacher , student relations; publicity and communications; School Board and Central administration and its relationship with staff: development of humanely relating strategies ; mainstreaming and concepts of self-worth and dignity.

The coordinator of the Human Relations program, like the public information officer and the negotiator in the central administration organization, is directly responsible to the Superintendent and is considered to be the overseer of the human relations School Board goal. A Superintendent's Human Relations Council, composed of sixty five people from throughout the school community serves as an advisory committee for the Superintendent and the Coordinator. Members of this council include 15 students; 39 teachers; 5 administrators ; 6 citizens and 4 support personnel. The Council is subdivided into Task Force Groups who meet bimonthly to examine special concerns and a Steering Committee meets monthly.

A similar committee structure is encouraged for each participating school. Each school human relations committee acts to direct programs in its building and to serve as a grassroots level of communication to the Superintendent's Council. A contact person called a human catalyst at the local school level serves as a liaison between the school and the Human Relations Department located in the central Education Center. School committees set up plans of action for each year and try to secure the interest and participation of as many individuals as possible. The scope of each school's program depends upon the emphasis stated in the Annual Plan, the principal, and the interest of other members of the school's community. School staffs often see the possibility of being awarded a grant from the County Human Relations Department as an incentive for developing a viable plan for a full school program.

Staff Development in Human Relations

Twenty-four teachers took part in two week long training programs in human relations strategies and techniques this past July. These contact teachers or human catalysts are school representatives and often conduct inservice programs in their schools based on ideas and information received through periodic meetings of the teacher contact group where representatives share ideas and plans for school based programs. Suggested topics for human relations school-based inservice include:

Group Dynamics
Coping with Stress
Organizing school programs
Peer Counseling
Discipline Strategies
Self Awareness
Value Strategies
Gestalt Theory
Team Building
Conflict Resolution
Glasser Circle
Leadership Development
Values Clarification
Transactional Analysis
Title IX
Glasser concepts

Many of the Human Relations system or school based programs focus on teacher or community education. Sample activities include

- Workshops at each school on identifying and developing human relations needs assessment instruments
- Home-School liaison programs
- Parent-Staff-Learner groups
- School-Community programs
- Community forums in advance of special projects such as a Multi-Cultural project to develop classroom materials on cultural diversity.

- Special funds to obtain consultants and purchase materials for over 100 educators to attend a series of workshops on multi-ethnic teaching units and materials.

- Workshops on sex-role stereotyping

- Workshops and implementation procedures for Title IX

- Workshops for students, bus drivers and parents to learn more about school cultural diversity

- Special programs to contact homes of students where little or no home to school contact has existed.

Module # 51 examines total client involvement in planning a single elementary school human relations program and Appendix # 12 contains additional organizational and program information concerning the overall program, both on school and system levels.

TEACHING IN THE AFFECTIVE DOMAIN

Teaching in the Affective Domain, a Title III inservice training project to develop classroom teaching strategies in the broad area of values clarification was implemented in the fall of 1972. The project known as "TAD" attempted to help teachers create classroom experiences in which students could develop positive self images, empathy, and tolerance for expressions of points of view different from their own. Teachers also received training in methods for teaching positive attitudes and value decision making systems conducive to responsible citizenship.

The TAD project was introduced in one school in 1972, and grew to include cooperative programs in nine elementary schools and various forms of inservice training for secondary school staffs. Selected parents from the cooperating schools were invited to participate on a related Parent Advisory Committee and two schools had parent groups which received additional inservice training.

At the start of the program, participating teachers attended a week-long, paid, summer teacher training session in strategies and material usage. Much of this training revolved around the value clarification processes. The teacher-participants were then assisted with follow-up, monitoring and inservice during the year to infuse the TAD techniques and strategies with their individual classroom teaching styles and in consideration of their curriculum needs.

Over 3,500 students were in the classrooms of 146 teachers directly involved in the training program and 138 other teachers participated in related inservice activities sponsored by the project. Evaluations of the project are in Appendix #13 and Module #24 offers some ideas on how this program worked in a one school site.

GIFTED AND TALENTED PROGRAM

The Gifted and Talented Program is a state funded individualized instruction program based on a general goal of developing each child to his or her fullest potential. The program is designed to assist specially identified students in developing their skills and talents to the maximum and to help them gain an understanding of their unique responsibilities to themselves and society. The program also emphasizes identification of the "culturally different" and the child whose potential abilities or talents may not have been previously recognized.

Each elementary school is responsible for establishing its own school based gifted and talented program. The classroom teacher is the person primarily responsible for planning and implementing individualized enrichment programs although additional resource people may help to identify resources and conduct special activities. These helpers can include volunteers, helping teachers in the program area of gifted and talented or curriculum specialists.

Staff development training has been an important part of the program's implementation process. Assistance in identification of these children and assessing their needs has been one focus of staff development planned by gifted and talented program personnel. Teachers also participated in pre-school activities to plan programs and activities as teams and individual teachers have also received special planning time allocations.

The success of the project is contingent upon on-going staff development and active teacher involvement in assessing and evaluating the program, its objectives and goals and its activities. The program personnel have worked collaboratively with personnel in the humanities projects, language arts programs and with curriculum specialists in conducting special staff development programs.

Appendix # 14 contains sample Gifted and Talented materials.

COUNTY VOLUNTEER PROGRAM

The School Board encourages the use of citizen volunteers in the schools. A full Time Volunteer Coordinator and a secretary conduct a program centered in the administration building and assist projects in each school. Most school programs are part of a PTA organization and consist of a wide assortment of approaches to enlist or use volunteers.

The county coordinator is a part of the School and Community Division of the school organization and gives services to both the community and the school system. This role gives a wider perspective to the position and allows the coordinator an opportunity to function beyond school doors. Last year over 1,000 volunteers participated in the county's programs , averaging over two hours per week, and volunteers work in each school.

The school coordinator is a member of the Arlington County Volunteer Roundtable which publishes a volunteer newsletter and meets to share ideas, give support to each other's programs, and to avoid competing for personnel. The roundtable also cooperates with the Northern Virginia Service League, an organization of women under 40 years of age who pledge to volunteer in selected projects for 600 hours per year.

A citizens' advisory group assists the volunteer coordinator who is required like other program directors to have an Annual Plan for implementing school board goals. A volunteer, normally not a teacher, acts as a coordinator in each school. Often the volunteer effort in a single school operates from the media center which makes frequent use of volunteers. The school coordinator or contact person is often a member on the PTA volunteer committee.

The success of any school's volunteer program depends highly on the actions and philosophy of the principal. Lack of support from the principal will invariably cripple any program. Training is also necessary and should be geared to meeting individual school, volunteer, or classroom needs. Although some volunteer training in human relations and understanding classroom behavior of children is conducted on the system level, the current coordinator feels that "learning by doing" is the best approach to volunteer training. There is a risk in overtraining a volunteer and too extensive a training period may stifle enthusiasm or obliterate the impact of a new dimension which an outsider can bring to the classroom or a small group lesson.

Most volunteers assist classroom teachers in the Language Arts area or ESOL situations and generally feel insecure with math tutoring. Their limited time in schools restricts the range of assignments volunteers can complete and sometimes creates an organizational problem for the cooperating teacher. At the same time, volunteer help often makes some teachers more conscientious in planning, especially for giving individualized instruction. Many of the problems of a volunteer working with a teacher relate to the trust level between the two and the adaptation of each others' skills to meet students' learning needs.

The present volunteer coordinator feels the presence of aides, volunteers and teachers in the same learning situation most often does not create many problems for the aides or volunteers. The teacher , however, needs to learn how to view these roles differently and take in account the differences in working schedules, training, motivations, incentives, time and moral commitments and interests.

Most volunteers in the schools are parents with children in the school where they are working. One community member of the Staff Development Teacher Corps project has suggested that the community has a potential reserve for volunteers in the senior citizen population and would like to see overt efforts to involve more groups from within the community in the volunteer program.

STUDENT VOLUNTEER PROGRAMS

High school students are involved in several school based volunteer programs either during school or after hours in a variety of school, civic, office, community or business volunteer programs. Some of these opportunities have included involvement in political work during an election, work with children in elementary or pre-school groups, and service as playground managers with the recreation department.

Teachers working with volunteer students often need to conduct special training sessions for students or to receive special help or guidance in how to make effective use of volunteers in the classroom. The problems of commitment, trust, and management found in adult programs are also a challenge in student volunteer programs. The county volunteer coordinator stresses the importance of learning how to utilize the time and skills of volunteers through printed communications and workshop sessions. Some of these materials are in Appendix 15 and Module 22 presents a parent's view of staff development at single school site.

PART II

THE ROLE OF THE PRINCIPAL IN SINGLE SCHOOL STAFF DEVELOPMENT

The principal of a school is in the best position to guide or steer the direction of inservice teacher education activities at a single school site and often holds the key to planned educational change. Although each of ten principals participating in this study of the principal's role in single school staff development programs expresses a different philosophical view of school based inservice, on analysis several common threads seem to emerge:

- Total staff inservice is most effective when school originated, school based, and school directed
- Inservice, to have meaning and impact, should have content, purpose, organization and be applicable to immediate classroom teacher needs
- Inservice needs assessment, plans, and implementation procedures should be determined through cooperation with teachers, county personnel administrators, and with potential collaborating partners
- Total school inservice programs are most effective when all affected by the activities participate in the consensus and commitment processes
- Inservice is most effective when it helps a school or teacher improve classroom teaching, professional skills or student performances.

A summary of how six elementary principals and four secondary school principals view their roles in single school staff development activities in terms of decision making, school organization and governance, incentives, collaboration activities, and facilitating or encumbering factors is presented in this section on the principal's role in staff development. Part IV of the report contains the original modules used as data for analyzing and summarizing their individual perceptions and actual practices. Anyone planning single school programs is encouraged to examine each factor of staff development as it relates to a specific situation within a total school structure and in terms of individual school or administrative styles and philosophies as exhibited by current practice.

THE PRINCIPAL AND INSERVICE DECISION MAKING PROCESSES

Although the principal is often seen as the "gatekeeper" of change, the key factor most often cited in evaluating inservice success or failure is the decision making process. Theoretically, the organizational structure of all schools should allow for teachers, parents, students, support staff or community members to be involved in any decision affecting the total school. In reality, how decisions are made depends on the staff or community's willingness to accept initiative or responsibilities and the personality or level of commitment and support a principal gives to the concept of shared and diffused decision making when planning or implementing total school programs or change.

In some schools the inservice decision making process is deliberately delegated, shared and diffused through organization and teacher participation in horizontal or vertical committees which often parallel similar committee decision making networks on a system level. At the other extreme is the traditional administration directed or delegated decision making process where prime leadership responsibility rests with the principal or is assumed by individuals within the organization.. Inservice efforts succeed or flop under both types of organizations. The modules used to provide the foundation for this staff development study clearly support this generalization. What does affect inservice are variables such as level of staff participation, student needs or support for activities, community participation and support, the principal's leadership and support for certain activities, the prevailing philosophy or attitude toward continuing teacher education, and how the principal or other leaders guide the decision making and implementation processes.

Any one inservice program or decision making process within a school must be viewed within the context of how it relates to needs assessment, governance, organization, incentives, collaboration and the time or people it serves. However, certain principles or practices for organizational effectiveness can be applied to almost any group decision making processes. The ten principals participating in this study of the role of the principal in staff development each made suggestions for ways to improve or increase teacher participation in the inservice decision making process. A list of these suggestions compiled from individual modules and conversations is on the following pages. In most cases, suggestions can be applied or modified for use by anyone overseeing any decision making process needed to plan or implement an activity which will have an effect on a total organization.

GUIDES FOR DECISION MAKING

- The process of arriving at decisions is as important as the decision.
- The multi-decision making process essential to a shared power sitution must be understood by all participating staff members. Make certain that you educate and keep members alert to the needs of the decision making process.
- Exercise veto power and solo decision making only when absolutely necessary. In such cases, make an effort to share your reasons for necessary action with the entire staff.
- Alert the staff to obstacles or impossibilities of an unworkable decision.
- Recognize that some inservice decisions are departmentally centered, especially at the high school level, and are untendable for full school implementation.
- If the decision making involves a "chain of command" procedure , make certain this procedure is followed.
- Provide teacher time to investigate issues requiring decision making. To create investigation opportunities principals may need to make material, space or support services arrangements.
- Allow others to preside over controversial meetings when your stance is known or when you have a vested interest in the decision making.
- Visit classrooms or other school situations where decision making will have the ultimate result.
- Reach outside the school and school system for ideas, materials, and consultants when dealing with problems requiring total staff decisions.
- Play the devil's advocate when necessary to present ideas of groups or individuals not present in a decision making situation.
- Try not to make a retreat from a responsibile position.
- Attend committee meetings dealing with inservice issues, plans, or proposals. The staff should not feel intimidated if an atmosphere of trust and respect exists.

- Collect all information on an issue to be decided by full staff participation and disseminate information to all those involved in the decision making process.

- Allow for considerable lead time before a decision is made and give an explanation if such time is not available.

- When an issue begins to get heated, delay the decision and ask everyone to do more homework.

- Stick to a decision once it is properly made within a consensus framework unless the process allows for ways of reversing itself.

- When possible, provide some way for members with a minority viewpoint to feel that they have tempered part of a final decision. Try to win their cooperation in the effort of the majority.

- If a decision is forced from outside the school which requires full staff participation, explain the rationale for this decision at a staff meeting or via written communication.

- Provide some means of appeal for the staff when a decision is made by a higher authority in the school system.

- In parent pressured decisions, alert the staff or individual to the reasons for the pressure. Establish a system of communication with parents about inservice and become sensitive to their reactions and suggestions. Involve parents in programs such as mainstreaming or bilingual education.

- Deal with the appropriate committee related to an inservice challenge or need when beginning to open up an issue to the entire faculty. Let the committee decide the direction to take. Form ad hoc committees with volunteers from a full staff meeting when a special situation requiring study presents itself.

- Move from the front to the background once an activity is underway.

- Know the strengths of your individual faculty members and involve them in activities where they can make the strongest contributions.

- Try to have teachers personalize the need for a program before it comes to decision making. This is especially true in mandated forms of inservice.

- Do not exert pressure for teachers to attend voluntary meetings dealing with inservice planning.

- Teachers should feel free to ask questions , make counter proposals and state reservations to the principal or anyone in the system with whom they wish to consult.

- Establish a procedure and organizational mechanism which allows for teachers to call for meetings of committees and full staff if necessary to clarify goals, methods or responsibilities, especially in projects affecting an entire school's staff.

- If a teacher has strong objections to a project, that teacher should have a right to transfer to another school.

- Teachers should not be required to repeat inservice they have already completed. Such a case might be inservice conducted to explain yearly required state testing procedures.

- Try to reach an agreeable consensus short of formal faculty vote casting through informal contacts with staff members or by conducting straw votes at the committee level or within grade or cluster groups.

- The school autonomy and staff participatory goal may be superseded by directives and mandates from outside or above. When this happens, the staff may need to be told, "This is what we have to do." Then the process begins with "How do you want to do it" ?

- Don't prolong decisions once the time seems ripe. You don't need a full agenda to conduct a staff meeting.

- Teach a class or tutor students to learn about a problem or curriculum area requiring new inservice activities. Learn how to use new materials or preview proposed texts.

- Include able students when possible when assessing needs and during the decision making process. This is more feasible on the secondary level.

- Encourage cross observations, both intra and inter-school to learn more about areas of change requiring full staff consensus, commitment, participation and decision making. Because of the substitute factor, teacher exchanges may be easier to arrange than visitations or observation periods.

- Work closely with the professional education and service union groups when proposed changes will have an effect on members of these groups. Be rational about the grievance procedures and how they affect the decision making process. Avoid labeling grieving teachers as trouble makers.

- Make the principal's office a meeting place when feasible. Keep an open door policy both figuratively and physically.

- Respond in some way to requests for meetings with you to discuss decision making issues. For you and the teacher, this may mean arriving at school early or sometimes staying late.

- Avoid references to senior teachers as "residues of experiences" or new teachers as "innovators". This may be divisive. Use strengths and not seniority .

- Don't overload cooperative or favorite teachers with decision making roles.

- Achieve a balance of special interests from the groups making the decisions. This may be a grade level, departmental and teacher-student-parent-administration sort of balance.

- Keep and show interest in important decision making situations by informal contacts in the halls, teachers' room, lunch room and other areas outside the office, classroom or other formal meeting format.

****

Note: Further generalized and summarized information on single school staff inservice decision-making processes and procedures is in Part II of this report. Each of the 54 modules in Part IV contains a section on the decision making process within the context of a specific school based inservice program or activity.

SCHOOL ORGANIZATION AND STAFF DEVELOPMENT

School based inservice needs assessment, decision making and implementation processes or programs involving full staff participation can take place at a single school site no matter what the school's organizational pattern or structure. Organization as "organization" does not seem to be factor. Successful full staff programs exist at both the traditional and innovative extremes. However, what does seem to be important is that inservice planners who propose additional school based activities should have a thorough knowledge of how a single school staff is organized and functions before attempting to make any additional or overt changes. Single school , full staff staff development programs reported by our contributing principals have occurred in the following types of school organization. In each organization, teachers have the opportunity to participate in the staff development decision making and implementation processes.

ELEMENTARY

- traditional straight grade plan with teachers in self contained classrooms

- Teams A-G with mixed grades in both open space and contained instructional areas. Teams exist for special programs and resources or for special education. A multi-cultural/multi-lingual Teacher Corps Project serves the entire school.

- Two clusters divided into pods. School has an active volunteer and preservice education program. Special programs and the media center provide services to each pod. This school is the project "model" school and has served as the organizational base for the hypothetical elementary Teacher Corps project proposal.

- Three teams of four teachers and 100 students each. Each team has a leader who serves on a special committee with the principal and special program or resource staff members. This school is the system's "model" elementary school and serves children throughout the community.

- Teams 1 - V with mixed grade groupings and a non-numbered resource team. Team V is for special education

- Units I-IV with mixed grading. Unit IV is made up of special programs and resource teachers.

SECONDARY

- departmental organization with subject matter geared to grade level in self-contained classrooms.

- Three units, each dealing with different grade levels of 7-8-9 , are headed by an assistant principal. The school also has departments and open and closed classroom situations which are organized according to a three color-coded scheme. A full day community center with recreational facilities, a theater, a senior citizen program and other activities is also part of this newly built facility.

- departmental organization with a central school administration

- Four unit plan with each unit headed by an assistant principal who acts as Unit Director. Each unit has a guidance counselor, unit secretary, and specific departmental members. Each unit has responsibilities for administrative functions and discipline problems.

STRUCTURES AND PRACTICES

AFFECTING SCHOOL BASED CHANGE

School structures, practices and programs which most often affect or support full staff participation inservice efforts at the single school level are staff meetings, faculty committees, faculty evaluations, curriculum specialist or coordinating committee activities, special program involvement, self studies, school board or county regulation mandates, and the teachers' professional organization. Opinion varies among principals about the usefulness of these various activities common to most schools and how these practices or structures can influence an effective school based inservice program. Before setting up any additional programs for staff development such as a Teacher Corps Project or a new county program at a single school site, inservice planners should examine existing structures and practices and attitudes toward staff development activities within the total school organization. The following summaries of how principals view these various components in terms of staff development effectiveness reveals how widely opinions and approaches can differ.

FACULTY EVALUATIONS

Faculty evaluation is a sensitive area requiring a great deal of tact on the part of the principal and can often result in beneficial experiences for individual teachers. In some team teaching schools, principals see this mandated evaluation process as a positive inservice force which often results in a great deal of peer cooperation.

In several elementary schools, principals have devised a one-to-one process involving the identification of individual staff members' needs, the working out of a system of strengthening teachers' skills and a follow up process for individual growth evaluation. This process includes observations and conferences between the principal and a mutual final evaluation process. Teachers can challenge any evaluation and the manner of its presentation. On the other hand, one elementary principal sees little value in faculty evaluation for the purpose of promoting individual staff development and sees the process as a superficial technique based on inadequate knowledge which is unrelated to the on-going dynamics of a teacher's professional performance with children. In general, most elementary and secondary principals seem to feel the evaluation process can contribute to individual professional growth of teachers.

CURRICULUM SPECIALISTS AND COORDINATING COMMITTEES

Most principals seem to view curriculum specialists as useful in staff development activities at the single school site although occasionally a principal will see little or no value in curriculum specialists' activities at the school site. Most see the specialist as coordinators, resource persons, helpers for individual or group activities, and as assistants in workshop organization. One principal feels a generalist would be more helpful to elementary teachers although subject specialists can often provide excellent resources for special subject area needs. The reading curriculum specialist and the Reading Improvement Program are often cited as being extremely useful and many cite the program's effective organization to meet single school needs as a reason for this appreciation. Coordinating committees in subject areas and the individual contact teacher system are also believed to be useful mechanisms for maintaining open lines of communication and as resources for subject area needs. The coordinating committees are seen by one principal as a two way street that permits input into subject area concerns by many different groups. One elementary principal with an active committee system sees little need for single school specialist activities.

STAFF MEETINGS

The third Wednesday of each month is informally set aside for conducting in-school staff meetings.usually in the time after school when teachers are required to remain in the school building. Some of these meetings in the elementary schools are held on different days and prior to the beginning of classes. The faculty meeting is often used as a time for promoting staff development opportunities and in some cases for conducting mini inservice sessions on such topics of general interest as thinking skills or learning disabilities. Most principals plan these meetings in advance with a fixed agenda and a predetermined time limit for discussions. In one elementary school the Staff Development Committee plans the staff meetings which are often conducted by members of the teaching staff. General information dissemination and administrative needs are addressed at the cluster level and the total staff meeting is used for inservice purposes. Another principal accomplished a goal of efficient use of total staff meeting time by dealing with administrative matters in a Monday morning newsletter which is extremely popular with the school staff members.

One principal observes that after school meetings often do not catch teachers at their most responsive time and that meetings can often be dominated by the same individuals. Another principal views a staff meeting as primarily a one-way information exchange period which can occasionally be productive if teachers have prior familiarity with a matter which requires a forum to arrive at a consensus decision.

All secondary principals seem to feel that the faculty meeting is important for maintaining lines of communication, identifying needs and in developing a consensus opinion for implementing school policies and programs. Many faculty groups organize smaller groups to investigate specific issues or proposals on behalf of the total staff. One high school principal has plans to use the faculty meeting format for a guest speaker program and to provide a forum for departmental program presentations. All principals agree that staff meetings should be planned wisely and within a set time framework, and most see the staff meeting as a potential or actual form of total school staff development.

A six session faculty meeting approach to total school staff development in introducing the newest school board goal of developing thinking skills is described in Module # 42.

INVOLVEMENT IN SPECIAL PROGRAMS

Involvement in special programs provides an ideal climate for staff development and positive change according to many principals. Several indicate that being selected or voluntarily participating in special programs such as the Gifted and Talented, Teaching in the Affective Domain or county Reading Improvement Programs creates valuable inservice opportunities with built-in·incentive factors. Principals and staff members alike are often excited about the idea of being different, of being able to experiment or becoming a leader with a new idea or approach. One principal indicates that involvement in experimental or new programs is the fastest means of implementing change in staff members' attitudes or practices. Innovation provides staff members with new and refreshing ideas about education and often provide extra hands and materials. These special programs are most effective if they are school based and do not involve time investment outside the building. Yet another principal sees a special project as a means of focusing on a special need requiring inservice, but stresses that projects must be well planned and organized to be effective. Several principals expressed some concern about the degree of commitment to special projects and the diminishing effect of project or goal overload. Too many programs with short-range influence often can be harmful in the long run. In keeping with a traditional "open" attitude towards innovation on the elementary level, more elementary principals than secondary principals expressed positive views toward participation in innovative or special programs as a means of positive school staff change.

SELF STUDIES

The writing of a school staff study is a year long process culminating in the visit of a team of professional evaluators from outside the school system. The self study, when used by the staff as other than a writing chore can provide a dynamic opportunity to take a long hard look at each component of the school organization and curriculum. The outline of short and long-range goals for school improvement also provides the staff with a scope and sequence of needs which can be applied directly to the schools' individual annual plan and can serve as a focus for school based staff development effort. On the other hand, one principal sighs, "There must be an easier way." Yet another administrator sees the whole process as a ponderous task which tends to take rather than give life blood to the staff. ..."The form requires too much, too fast as an inservice tool." Appendix #16 contains a sample self-accrediation study.

THE TEACHERS' PROFESSIONAL ORGANIZATION

One principal writes the following concerning the role of the professional organization in encouraging school based inservice activities:

> The concept of teacher contracts is good, but I feel that in our county the association has been able to literally take over the running of the schools. Administrators are unable to to manage schools without continual interference from this local union. It is good and necessary to have staff development, but it is wrong to allow the staff to determine what the total structure of a school program will be."

Many principals express similar frustration concerning the role of the teachers' association in supporting continuing teacher education and professional development at the school site. One principal writes, "The teachers' contract provides a negative note to most activities planned for staff unity and development. There is a constant reminder of time and financial limitations on activities beyond the contract teacher's work day." Another sees the organization as being too big and unwieldly and as having too many other important goals to be able to serve as a sensitive facilitator of staff development. However, several principals suggest the association could be a tremendous and positive force in the area of staff development with the proper incentives or leadership. Most principals and members of the professional organizations who wrote on this subject cited time, expense, contract problems, stress, reductions in staff, elimination of programs, and negotiations of contracts as factors which are harmful influences in any effort to achieve cooperative professional and system sponsored staff development programs.

Representatives of the teachers'and administrators' professional organization also seem to recognize the potential for teacher education and professional development through cooperative school based and professional organization sponsored activites at a single school site. Modules #53 and #54 contain hypothetical school based staff development programs which were written by association officials to suggest structures or processes which could help to achieve a goal of mutual cooperative to achieve individual school or member goals.

SCHOOL BOARD AND COUNTY REGULATIONS

Principals have a variety of views concerning school board and county regulations in relationship to how they affect school based inservice activities. One elementary principal feels that county and school board regulations do little to foster good inservice at the school and often are deterrents. Yet another principal with a self-contained staff observes that some of the school board goals are not being realized and hints that budget constraints may be responsible for less than full staff participation. On the other hand, several principals find the required annual plan and school board goal approach to be helpful in organizing their school's staff development programs but many also cite budget cuts as being detrimental to school inservice programs' potential for effectiveness. One principal sees the county and school board regulations as providing a "minimum or survival base for inservice" and notices a tendancy for these regulations to allow for individual teacher growth without "assuring the application of inservice growth to the individual classroom." Another principal interprets the school board goals as minimal objectives and states that " a school must reach beyond these county-wide objectives in order to be unique."

ORIENTATION

The principal often plays a critical part in orientation of new personnel to school programs and policies. The initiation process often begins with the principal who spends some time with new teachers to explain school operations and county level policies involving sick leave, medical plans, procedures, schedules, and use of materials. The teacher is then often matched with a veteran "buddy" teacher who gives the newcomer additional school related inservice training and assistance in the following weeks. Principals or assistant principals also arrange meetings with special area staff members in reading, ESOL, media center, music, art, physical education or other special programs. Many include a tour of the school and a printed information booklet explaining school regulations and procedures as part of the settling in period. Most also introduce new staff members to secretaries, custodians, cafeteria personnel, bus drivers, health personnel, and other special program aides and personnel. One principal assigns each new teacher to some special program or committee at the beginning of the year and makes the newcomer aware of many other possible means of involvement. And most feel that having as many veteran teachers as possible involved in the first few weeks of the orientation process is a way of assuring the new teachers of an opportunity to meet other staff members.

In most cases, the principals indicate that they maintain an informal open door policy for staff members needing individual forms of inservice assistance and that they reach out to help new teachers by taking advantage of informal visits in the hall, teachers' rooms, or during before and after school encounters. Many deliberately cross paths with new teachers to create opportunities to offer or seek assistance in a non-threatening environment. In the event a new staff member encounters problems in curriculum development or classroom management matters, principals offer immediate support in a variety of ways. One principal encourages teaching teams to work out problems as a functioning team rather than as individuals. Others may call upon a curriculum specialist, other staff members or a helping teacher to provide special assistance for the new teacher through materials, demonstration lessons, or cross visitation or observation experiences.

In several schools the orientation process actually begins with the hiring process which involves many members of the school staff. In a model elementary school used as the basis for the hypothetical Teacher Corps model in Part III, a specific group of veteran teachers assist in selecting a new teacher. Pod, cluster , team or department members are directly involved in the interviewing and selection process. Ultimately the principal in conjunction with central personnel officials completes the employment process and is responsibile for additional orientation of the new staff member. This same procedure applies to transfers from within the system and may often involve members of the professional organization.

Many staff development and special project experts see the orientation process as a critical factor in establishing a climate for innovative success. To help a new Teacher Corps project staff become adjusted to a new work environment, principals or other school staff members can apply many of the orientation procedures used to help new teachers to helping special program or project personnel feel welcome and comfortable and confident in their special roles within the school.

INCENTIVES

"What are incentatives for inservice teacher education?" is a question often presented for debate among staff development specialists or educators. This small study of the principal's role in staff development reveals that each of the ten principals responding to this type of question perceives "incentives" in a different way. At this point, the main conclusion we can draw is that each school and staff must be examined or studied separately to determine what incentives will be most effective to help achieve overall project, activity or program inservice goals. The following summaries of various individual viewpoints illustrates how some incentives are more important in certain situations than in others.

ELEMENTARY SCHOOLS

- Additional salary, appeal to professional pride, pleas for commitment, and graduate course credit are all effective incentives for full staff participation. Staff members have enjoyed evening inservice sessions conducted in staff members' homes with refreshments of food and drink. The most important incentive factor is for teachers to feel what they are doing is important and worthwhile. Activities must have a clear purpose, be evaluated easily, and when possible, result in tangible teaching aides or products. These activities should be enjoyable allowing staff members the opportunity to know one another better in an atmosphere free of school day interruptions.

- The desire to become a front runner in collaborative projects with agencies outside the system is an important incentive at the school. Accompanying the broadening aspects of travel and conference attending inherent in collaboration activites is the reward of being an author - seeing one's name in print as a result of efforts to establish a new trend or improvement in education....Summer work both paid and volunteer provides mid-summer reunion possibilities...Involvement in the first national IGE movement and the interchange with people elsewhere have been additional incentives for inservice. Experimentation is such projects as the One Room School House (ORSH) helped in school reorganization and provided the excitement of "living dangerously" and the satisfaction of "proving a point."

- The very best incentive for inservice training is to instill within teachers a desire to improve their teaching skills. The Teachers' Innovative Fund, additional new materials accompanied by demonstration sessions, aides to man special labs, volunteers, and additional planning time are all incentives for teachers to participate in inservice activities. Higher salary, certification requirements, and course content applicable to classroom demands are incentives for taking college courses. Becoming a master teacher in a team situation is also an incentive for some teachers.

- Incentives based on the dynamics of the group process and the interaction of people focusing on a common goal are the critical path to successful staff development. Money and all that it provides in the line of incentives such as scholarships, time, materials, and salary is also an important incentive factor...Professionalism in the form of leadership roles, role specialization, participation in curriculum development and other school programs are equally as important. Opportunities to assist students in their education are the overriding incentives....Most incentives are intrinsic.

- A built-in awareness of the need and importance of staff development for operating an effective school is the most important incentive. The successful school operation needs enthusiastic leadership and money for time, materials, and development of programs. Serving on county committees and the accreditation process are also important recognition incentives for teacher participation.

- The greatest incentive for attendance at workshops or inservice activities seem to be a genuine feeling for the need for the activity and the availability of free and useful materials. Teachers give a great deal of time after school and in the evenings for in-house inservice activities ....Often county level or joint school inservice seems to interfere with the practice of in-school cooperation. Scholarship money should be extended to include payments to teachers for courses that involve their exploration of personal interests and goals.

SECONDARY

- The challenge of being the best at what we attempt is probably our greatest motivating force. 'Esprit de corps' and a positive staff attitude are the most vital incentive factors in conducting inservice. The negotiated teachers' contract articles requiring additional pay and restricted hours for staff development is somewhat restrictive. However, these requirements are sometimes superfluous as teachers will often respond positively to voluntary opportunities to develop materials and programs needed by their students.

- The same incentives that teachers use to motivate students apply to teachers. "Although extrinsic incentives are valuable, the intrinsic factors such as enjoyment, the sense of achievement, the satisfaction of mutual planning and observing improved performance of students as a result of inservice activities are more effective." Additional services, planning time and salary increments can be important for creating an atmosphere in which intrinsic incentives can develop.

- "Staff development to be meaningful should be school centered, school conceived, and school supported with additional salary for the developers." By paying the developers you encourage others to be more involved and encourage them to develop on their own.

- In keeping with Lewin's Force Field Theory, each change involves pushing forces and restraining forces. The pushing forces for staff development change may be school, county, state or even federally motivated change goals. The restraining forces might include time factors, attitudes, or materials. Some incentives to help teachers become involved in inservice programs to create a change include lighter teaching loads, elimination of homeroom or other special duties, extra money, summer employment, larger decision making roles and extra materials.

****

NOTE: Each of the 54 modules in Part IV contains a section on incentives as related to a specific single school staff development program or activity.

Part II of this report contains a section on the topic of "incentives" for single school staff development programs based on all modules.

COLLABORATION

Principals and single school staff members have a number of options for arranging inservice activities at a single school site in collaboration with community organizations, local, state or federal agencies, central school administration personnel, universities or other higher and specialized educational institutions, business or industry or in cooperation with individuals from throughout the community. Principals participating in this study of single school staff development report the following school based collaborative activities.

- parent volunteer cooperation in establishing and operating a school math lab
- a joint School Human Relations Committee/PTA effort to deal with the problems of stress through transactional analysis
- interschool cooperation to train teachers in new open education and Individually Guided Education methodologies
- a field study to evaluate Title I with federal government officials
- preservice training activities as related to university methods and content coursework in cooperation with a local university
- programs on learning disabilities and mainstreaming with the University of Virginia for the full staff including recreation and office personnel, aides and parents
- Human Relations programs with parents, business interests, churches, the Martin Luther King Center, Police department personnel and adult education personnel
- articulation programs between intra-school committees, county level personnel, parents and a junior high school staff
- a staff-parent project to develop an improved system of reporting to parents and students
- college assistance to help a staff use and interpret the school's testing program

- a cooperative school-university Poets-In-The-School program

- cooperation with a federal agency to develop materials for school based aerospace education... materials developed at the single school site were distributed to other system schools

- numerous accreditation self-study activities involving school staff members, members of the community and visiting educators

- the participation of parents, business representatives, members of military agencies and other volunteer community members in an elementary childrens' choice program

- college credit school centered courses dealing with individualized instruction

- buzz sessions sponsored by the local teachers' professional organization on curriculum matters for teachers and administrators

- "Swap", a project to learn about the scope and breadth of another person's role in the overall county education system which involves aides, teachers, volunteers, and administrators

- meetings with the principal and the professional organization representatives to discuss the application of the teachers' contract

- student, parent, teacher, and administrative cooperation in exploring the possibility of changing from a six to seven or eight period day in a high school

- idea-sharing on an adviser program now operating in a high school with a school in an adjoining county

- extensive collaboration with members of the education, business, and residential community in conducting a weekly "Planning for the Future" program at an elementary school with full staff and student participation

- one school would like to have a scheme whereby a business might "adopt" a school for the purpose of providing instructional services. For example a computer organization could assist teachers in learning how to use computers located in the junior and senior high schools.

****

For further information on collaboration at a single school site see "collaboration", Part II and the collaboration section in each module in Part IV.

FACILITATING FACTORS FOR SCHOOL BASED INSERVICE

Each principal listed in numerical order the factors which seem to best facilitate inservice at their individual school sites. Again, it is perhaps best to assess these factors as they relate to a total and specific school situation. A summary of each principal's view of facilitating factors is listed below for comparison purposes.

ELEMENTARY PRINCIPALS

* - leadership
- an able staff
- a young experienced staff
- careful planning between staff and principal
- self-confident staff and principal

* - motivation
- staff willingness to explore
- adequate time
- ability to reflect on what the school is doing professionally

* - empathy for children's needs
- avoidance of pressures
- minimum time pressures
- relief from trivia such as lunch duty, bus detail and reports
- a mix of special interests and needs on part of teachers, parents, and students

* - money and material incentives
- staff and parental cooperation
- establishment of priorities
- clear and understandable administration organization
- enough money for personnel help or extra materials

* - adequate time provisions
- staff collaboration with school related outside groups
- lead time for decision making
- staff assumption of leadership roles makes needs more apparent
- informality and fun
- open communication
- variety in resources or consultant help
- staff members who are active in curriculum coordinating committees, the teachers' council on instruction or other county committee work
- student and parent involvement
- pride in the school

SECONDARY PRINCIPALS

* - the principal
- release time (full days)
- clear sense of purpose
- school communication (vertical and horizontal)

* - the teachers
- release time in the day to work on projects
- school organization and structure
- common perception of need

* - the students
- strong teaching staff
- the desire to develop solutions
- program developed for school level

* - colleges and universities
- willingness of a staff to assess themselves and establish needs
- commitment to school goals
- payment for participation in self-planned programs

* - enthusiasm
- release time within the school
- strong administrative desire to change the school
- willingness of the central administration to assist school based and originated activities
- cooperation and willingness to assume responsibility

****

One elementary principal listed facilitating and encumbering factors for school based inservice activities in a statement which follows:

> I suspect that there are few if any true "encumberers." There are plans, goals, objectives, wishes, desires, perceived appropriate/desirable directions, sets , ambitions, values, personal needs ....but perhaps the reality is that there are innumberable variables operating in change or causing change which presents uncountable opportunities for the growth of staff and students and all those associated with schools...(as to these encumbrances)..perhaps the erroneous hypotheses, wrong guesses, poor judgements, inadequate knowledge, unrefined skills, distractions, schedule changes, resource limits can be utilized for the productive, positive pieces or parts that are in them. "

ENCUMBERING FACTORS FOR SCHOOL BASED INSERVICE

ELEMENTARY

* - lack of interest
- general attitude of some staff members
- lack of time
- time

* - lack of incentive
- contractural binds of teachers' contract
- petty evaluation systems that focus on quanitative data
- restrictions of teacher negotiated contract

* - lack of leadership
- power struggle among staff for leadership roles
- lack of leadership at the central office
-

* - lack of money
- overload of inservice activities
-

* - lack of time
- lack of autonomy for local schools

SECONDARY

* - time
- lack of planning funds
- programs that take the teachers out of the school during the day
- central administration

* - lack of planning time
- curriculum specialists
- money
- outside resource personnel who do not really assist teachers

* - reluctance to consider change or inservice self assessment
- programs that teachers have no imput in developing
- unwillingness of some staff members to participate or recognize the need to participate
- the teachers' professional organization

* - game playing or role playing programs
- the teachers' contract
- the professional organization

DECISION MAKING PROCESSES FOR SINGLE SCHOOL STAFF DEVELOPMENT

Significance for Inservice Planning

The decision making processes described in this component paper might assist inservice planners in the following ways:

- Serve as an example of an institutionalized method of staff development decision making at a single school site.

- Serve as an example of how a staff development program which is part of the established organizational structure of a school system can meet a wide range of inservice needs.

- Demonstrate that decision making in staff development at the single school level should be a flexible process involving the direct input of the teacher-client.

- Suggest that there is a great difference in the decision making processes involving mandated inservice as opposed to school self-generated inservice programs.

- Suggest that teacher involvement via the organizational structure is an incentive or reward factor fostering participation in staff development programs on the school level.

- Illustrate a strategy of having teachers directly and meaningfully involved in the inservice decision making on both the system and single school level.

- Suggest that the decision making procedure is a continuous process in any total school staff development program and some activities require multiple processes with each building on, but not negating the other.

DECISION MAKING PROCESSES FOR SINGLE SCHOOL STAFF DEVELOPMENT

Although more and more inservice activities are coming about as a result of mandated and crisis needs, the existing organizational structure of most schools is more in tune to meeting self-assessed and self-perceived needs of an individual school staff or classroom teacher. School staffs have traditionally decided what staff development activities they needed and how they would utilize centrally administered resources and personnel to assist in these activities. The budget was generous enough to allow schools to singluarly reach outside the system for assistance if it was felt necessary. There were state and local controls and influences to be considered and educational trends and fads to borrow from, but there was nothing like the crisis and mandated needs we are now confronted with on the school and classroom level. The desegregation mandate, the mainstreaming mandate, the basic education mandate, and the non-English speaking student crisis are some of the pressures that individual schools and teachers have had to deal with in the past few years. Today it is no longer what each school wants to do, but what it must do to meet guidelines, schedules, and evaluation criteria formulated outside the school. Thus, the decision making process on the individual school level often excludes the assessment and evaluation steps for inservice planning. It is now often a matter of how to fulfill needs and goals created by a crisis situation or imposed on a school by various local, state, or federal laws. Accompanying these pressures are declining school populations, rapid urbanization, reduction in teaching forces, tighter budgets, reorganization, fewer school controlled special programs, student behavorial problems , and an increasing public demand for school accountability. It is a time of dynamic change which is often seen as a threat to local school and teacher autonomy. Now more than ever, teaching professionals are addressing questions of how to involve teachers in the single school and system level decision making processes .

This paper on single school decision making processes for staff development activities includes the following parts:

- Factors involved in decision making
- Staff roles and school structures for single school decision making
- Single school staff choices for participation in county inservice days and other system sponsored inservice
- Mandated vs. self generated goals and decision making
- Guidelines for decision making

FACTORS AFFECTING LEVEL OF TEACHER INVOLVEMENT IN SINGLE SCHOOL DECISION MAKING

- School organization and how staff members function under direction of the principal
- Available resources from central administration, school staff, the community, institutions of higher learning, local professional organization, and others.
- Amount of time and space staff can commit to inservice activities
- The needs assessment process based on either self-generated or mandated goals.
- Existing attitudes of staff members and principal towards continuing inservice training and curriculum or program development activities.
- Willingness of staff members to share responsibilities for inservice planning , implementation follow-up, and evaluation processes and procedures.
- Evaluation and monitoring requiremnets or possibilities.

ROLES AND STRUCTURES FOR SINGLE SCHOOL DECISION MAKING

- Principal alone.
- Principal and established teacher committees, ad hoc committees or special steering committees.
- Multi- committee structure ...vertical and horizontal.
- Department or other school teacher units.
- Teacher/community/student committees.
- Teacher and central administration personnel.
- Parallel single school/county committees.

STRUCTURES FOR SINGLE SCHOOL DECISION MAKING

Each principal's module in Part IV is an example of the varied structures in the schools that can facilitate shared power by way of decision making for school based inservice activities. Although a democratic decision making process exists in most schools, the Teacher Corps project staff chose Long Branch Elementary School to represent a teacher decision making staff development model because of its visible and chartable decision making organizational structure. This shared power structure was established prior to the physical merger of three elementary schools into a new building. This merger into a new open space school involved the cooperative planning of central administration, the three affected communities, the three staff, and others for a unified effort which began with the design of the new building. This was in many ways a transitional situation similar to the current Teacher Corps project at Dunbar High School in Washington, D.C., which involves immediate and continuing inservice to train teachers to change from the closed classroom to the open classroom environment. At Long Branch the transitional experience has resulted in a continuation of the unified administration-parent-teacher-support staff sharing of the organizational, instructional, and curricular responsibilities. A positive atmosphere has been maintained largely through a functional vertical and horizontal committee structure and a professional staff willing to exert the time and effort necessary to assure sound learning environments for their students. For additional information on Long Branch staff development programs, organizational structure and history see Part IV, Modules #13 - # 21.

A similar transitional program involving the merger of three schools into a new consolidated school and an accompanying total school individualized computer program met with less success . This total staff development project was in collaboration with Westinghouse Learning Corporation and is described in the problems component paper in Part II of this report. The Planned Learning According to Needs experience clearly demonstrated what can happen if teachers are not involved in the initiation and subsequent decision making processes.

SYSTEM SERVICES AND SINGLE SCHOOL DECISION MAKING

At present each system staff member is kept informed of inservice opportunities and is free to participate or not to participate in staff development activities conducted by central administration representatives. Many county programs are designed to support inservice programs in each school and are most often based on helping each school meet the school board goals. The Teachers' Council on Instruction and a system wide survey also help to determine what inservice will be offered on the county level. But too often, system wide inservice is geared to the more basic or general needs and when a school is making an individually concentrated effort in any given area, the school staff may have to work out its own advanced forms of inservice.

When a school staff is committed to a self-generated full time school site inservice program like the Teachers Corps Project, there is little time to become involved in system wide programs except in a sporadic fashion. Some of the services of the curriculum specialists or of special program personnel often concentrate on offering single school programs sometimes on a model or pilot school basis. County programs that have emphasized this type of single school thrust include the Reading Improvement Program, Teaching in the Affected Domain, Gifted and Talented, Human Relations, Bilingual Education, and Humanities programs. Staff development assistance from central administration often occurs during reoganization periods such as occurred during the change from regional structures or when schools need to consolidate. In each case, staff development at the single school site is built into the reoganization and structures are designed to involve teachers into the decision making processes. Single school and county cooperation is anticipated when plans begin next year to move the ninth grade into the high schools and much county and school staff development cooperation will be needed to plan for single school inservice needs.

The parallel school and county committee structure has proved to be a safety valve mechanism through which teachers and administrators can vent their feelings and problems involved with mandated inservice. Currently, the Teachers' Council on Instruction, with representatives from each school, has been dealing with the mainstreaming issue. Teachers are proposing a 3-1 student ratio in their class counts for each mainstreamed student as a compromise position in accepting an unpopular practice. At the same time, staff development center personnel in cooperation with local and state special education department personnel has presented a series of inservice workshops to help teachers write individualized instructional plans. Original plans were to have schools which participate receive funds to purchase special mainstreaming materials, but the final arrangement involved funds for a central resource center in mainstreaming. The special education teachers assigned to individual schools assist in these and other mainstreaming efforts, but in the end, as in many crisis situations , there is often minimal school based decision making to develop inservice activities. For further information on the mainstreaming workshops , see the component paper on collaboration in Part II.

How various schools used the October 26, 1976, system inservice released day illustrates a number of flexible single school relationships with county sponsored programs. The Division of Instruction presented a series of scheduled workshops on the new school board goal in thinking skills and all county personnel were invited to attend on a first come, first served sign up basis. In some cases there was almost complete school participation and in others, a total absence of some schools' personnel. In either case, there had been a full faculty decision on what action to take as a staff. When a full staff did not participate, a school generated program substituted for the county activity. On the other hand, some schools with full staff participation in the seventeen part session pre-planned to the point of assuring school representation in each of the different parts of the county program. Teachers who had represented the school at each workshop gave follow up presentations at the school to various groups and committees developing thinking skills classroom materials and activities for individual classrooms. One junior high school staff had jointly decided at a faculty inservice meeting to make the October 26 activity a part of a six session thinking skills school based inservice program. A description of this scheme is in Module #42. The elementary school with a new Teachers Corps project decided to use the county staff development day to honor their commitment to the project and to handle the thinking skills goal in their own way.

MANDATED VS SCHOOL GENERATED INSERVICE

The selection and implementation process in a single school dealing with mandated educational goals established by local, state, or federal governments as opposed to school generated inservice based on consensual needs can be very different. Just how successful these mandates will be in improving a school's program depends on the staff's perception of their needs and how easily goals can be implemented within the established school structure. In some cases, permanent or ad hoc extensions to the committee structure might be needed. No matter what actions are taken, all concerned should recognize that the very nature of goals and directives mandated by an outside force will often invite staff resistance and implementation problems.

A review of the annual school plans reflects a wide range of individual school staff development approaches in efforts to fulfill the five school board goals. In a sense, these local option goals and the accompanying inservice required in each school do not appear as mandated as do state or federal mandated goals. School board goals appear less mandated because of the preplanning stage on the part of the county school board, the superintendent, and other personnel in the central administration. This stage involves task force and committee work which most often includes teachers, public hearings, and suggestions from the entire professional, parent, and student populations.

The central support system which gives services to the single schools is well prepared to give school board goal related services. Some schools take full advantage of these services for fulfilling their related school based goals, thus allowing their planning energies to focus more on self generated needs or goals. In good times, when financial assistance accompanies implementations of a school board goal in a single school, an entirely different approach might be used. So much of this type of involvement depends on the accompanying incentives and the time factors. Some schools, who sense a threat to their autonomy or who are overloaded with self-generated commitments will seek to fulfill only the minimal requirements of mandated goals.

It is possible that outside control of the staff development activities used to implement an unpopular mandate serves to isolate that issue, and within a negative halo, the forced inservice can come to adversely influence attitudes towards other forms of inservice. Teachers may come to view the participatory process and organizational structure that they are encouraged to become involved with as a phony power sharing device used as a ploy to rubber stamp and implement external directives. However, no matter what form the decision making takes, for most teachers there is an awareness that ultimately it is the teachers' task to change their ways in an attempt to reach both self-assessed and mandated objectives.

There may be more individual staff accountability when working on a school based and school generated inservice project as opposed to the less accountable and generally less involving system conducted activities. These school generated inservice activities require full responsibility and visable activity on the part of someone or some group within the school in order to assure maximum success. The incentives for school site inservice might include teacher involvement in the decision making process, opportunities for professional development and recognition , and the opportunity to work with those closest to a staff member's teaching situation.

Examples of school originated needs assessment and decision making are in Modules # 27 and #28. In these schools, an outdoor science lab and a math lab were established through the collaboration of a school staff, PTA, The County Recreation Department and both adult and high school volunteers. These two separate projects, both conducted at the same school required considerable staff planning, work, and training. Teachers trained teachers who in turn trained the volunteers needed for assistants in the two lab situations.

On the junior high level, one school staff annually assesses its inservice needs and selects a specific area for concentration during the year. This concentration may or may not be on a mandated goal. Modules #40 and #41 describe two of these efforts in the areas of human relations (mandated) and learning disabilities (self-generated).

In some cases, where a self generated annual or continuing thematic program exists in a school, such as the elementary "Planning for the Future" children's choice program in Module 30 b and the secondary seventh period program in Module 39, the mandated goals are assimilated into or treated as part of the existing self-genrated program. This goal overlapping may often result in a piecemeal approach to fulfilling mandated objectives and may require considerable inservice planning , both in writing annual school plans and in plotting a full year of scattered activities partially involving mandated goals. This approach may rely heavily on system sponsored inservice activities or support service personnel to conduct required inservice activities and to some the motive may appear to be to "get it over with so that we can concentrate on other things." We suggest that often this concentrated effort towards mandated inservice is an attempt to get or keep the ball rolling in a new or school centered inservice area.

An area for possible examination by national or regional Teacher Corps personnel could be to compare the success of Teacher Corps innovative projects designed to increase teacher participation and power in school level programs in light of mandated vs school generated initial needs asseements processes and goals.

In the schools studied for this report, the procedures for determining yearly school staff development programs and emphasis vary. The staff group entrusted with developing the school inservice program may suggest a one-thurst annual effort and assume most of the responsibility for conducting this program with a consensual staff commitment. On the other hand, they might establish a list of inservice priorities and apply their energies and resources accordingly, assigning the school committees the responsibilities for developing the programs. The principal might assume some of the responsibility and leave low priority inservice activities up to the individual teachers' initiative.

The organization of the decision making process needs to be carefully worked out so that in a multi-decision making situation for a single activity, a latter part of the process does not diminish or invalidate an earlier step. There should be some commitment on the part of the principal to participate, cooperate, and abide by the decisions made by responsible groups. When this is not possible, the principal should reasonably communicate reasons for lack of personal or administrative support. A similar commitment to abide by collective decisions and the resulting responsibilities must be made by the staff.

When a decision from within or outside the school is superimposed on an individual or staff, a clear explanation or rationale for this action is due. Often an individual teacher may be pressured into or unwillingly involved in activities they have not supported. When possible, provisions should be made that allow for non-involvement or a compromise postion on the part of some teachers. This flexibility should be part of the decision making process used for each activity. But in mandated situations this flexibility may not be feasible if there is a general resistance to a program.

In conclusion, the total school staff must be aware of the difference in the decision making processes characteristic of mandated vs. school-generated staff development. In mandated cases, the initial and perhaps crucial decision has been made and often with little teacher input. Thus, to be effective this type of inservice must be planned and implemented with strict and sensitive attention to the principles inherent in the concept of teacher power and school autonomy. Although the chosen approaches to inservices may differ, careful consideration must be given to each of the remaining variables which can mean success or failure. Incentives, collaboration, honest participatory decision making, role definition and sharing of responsibilities, and human relations, all become critical factors on the way to positive change. The following chart illustrates the areas for autonomous decision making in the case of a mandated goal inservice activity.

MANDATED
GOAL
OR NEED

IMPLEMENTATION

Area for Autonomy & Decision Making

1. Incentives
2. Collaboration
3. Strategies
4. Decision Making
    - A. Who
    - B. How
    - C. When
    - D. What
    - E. How much

ACCOUNTABILITY
OR
EVALUATION

SOME GUIDELINES FOR SCHOOL STAFF DEVELOPMENT

DECISION MAKING

- Use the existing organizational or management structure to make and implement decision when possible.

- When creating a new committee structure or addition to the existing organizational structure that will have decision making power , use a democratic process for establishing the new unit.

- Time is an important factor in making decisions. Provide adequate time for studying an issue before making or involving others in the decision making process. The time decision about when to conduct an inservice activity is a major and critical decision in any inservice activity.

- Make sure your decision makers and those affected by the decision are well informed or have a source of information to use for investigating an issue. Information sources or materials might include experienced individuals, copies of the immediate issue being decided upon, a list of alternatives, supplemental or related materials, and information on restrictions or anticipated problems. Avoid singularly biased materials and present both sides of the issue.

- When making decisions about major changes that have been instituted elsewhere, provide the opportunity for some visitations or observation by key individuals.

- Use in house talent and experience when practical.

- Treat each decision making experience as unique because of the different timings, persons, and issues involved.

- Involve those who are likely to be against the effort in the initial planning process.

INCENTIVES IN STAFF DEVELOPMENT

The term "incentives" as applied to staff development can be used to mean goals, purpose, compensation, incitement to action, motivation, satisfaction or professional or personal reward. In a broad sense incentives can be viewed as crowd pleasers or factors that facilitate or make involvement in any activity a more pleasureable, useful, and rewarding experience. In a more narrow sense, incentives can be viewed as a bag of specific gimmicks or tricks that inservice planners can select and offer to encourage teachers to participate in planned training activities. No matter how a group of inservice planners perceives "incentives", the process of selecting the proper range of incentives for the right activity for the right audience requires a real understanding of the target group and the potential of the incentives as the disposal of the planners. As each teacher will most likely have several primary and secondary motives for participating in any one activity, inservice planners should include a variety of incentives into each proposed activity or program in hopes of reaching the maximum number of participants. In any event, an understanding of the various motives for eventual participation is most apt to occur if members of the target group or staff are included in the planning and decision making stages of inservice Planning and if a list of the more tangible incentive resources are available for their consideration.

Most staff development specialists agree that certain obvious incentive factors often contribute to successful staff development activities for a single school staff:

- have the activity school based or at a convenient location
- have the target group involved in the planning and decision making process
- have the activity at a convenient time for the participants
- have the activity relevant to the classroom situations
- distribute or create useful materials that teachers can learn to use in the classroom
- have visible principal or administrative support and participation
- provide extra pay, released time, college credit or other tangible direct compensation.

Some of these incentives require money, but as many school systems are discovering under budget crunches, different approaches often need to be planned. At present most staff development programs on both the county and school levels in Arlington have minimum budgets and personnel with inservice planning responsibilities need to be flexible and innovative in their incentive approaches. At present most inservice is conducted on a volunteer no-pay basis during non school hours or on special county wide released time days. Many teachers have served as consultants and have volunteered to conduct many inservice workshops along with principals and curriculum specialists who have also volunteered to assist or have initiated specific activities . Budget cuts have also limited the amount of new materials and many teachers are developing their own classroom materials or are in the process of finding ways to use older materials on hand in both the schools and the central resource centers.

****

Our analysis of how incentives affect school based or individual staff member participation in staff development activities takes three forms. The first part is a discussion of the involvement in the organizational structure of the school and system as an incentive factor. The second part consists of a list of incentives which teacher and administrators feel are specific incentives for teacher participation in staff development programs or specific inservice activities. And the third part is a case study of how system staff members reacted to participating in this study of staff development at the single school site.

****

I

INVOLVEMENT IN THE ORGANIZATIONAL STRUCTURE AS AN INCENTIVE FOR TEACHER PARTICIPATION IN INSERVICE

In keeping with other positions throughout this report on staff development, we would like to suggest that the roles that administrators, teachers, and parents play within a parallel system-school organizational structure are in themselves incentives for becoming involved in conducting inservice activities. This role in the governance of the schools, directly or indirectly, provides many opportunities for all within the process to become involved in some phase of the planning and implementation of both county and single school staff development programs. The strategies and techniques for collaborative involvement with community, civic, and higher educational institutions also emerge from this personal involvement in the organizational and management structure of the schools.

Sustained teacher and parent input over the years both in quality and quantity and continued administrative encouragement indicate that all involved view this as an effective shared-power and responsibility situation founded in feelings of mutual trust and professional respect. Depending on individual need , ability, and interest, there are ample opportunities for any person to become involved in staff development programs for either personal or collective purposes. The range of opportunities extends from the individual teacher's initiative to the multiple needs of school or classroom to participation in national programs and organizations. Built into this elastic organization are some incentive spinoffs that escape specific identification but which can support change and needed inservice programs.

Unity

A sense of unity and purpose seems to prevail in the schools and community when dealing with educational problems and this unity is continually reinforced by face to face opportunities inherent in the committee network structural organization. Teachers, parents, administrators, and students have open avenues to express their needs, concerns, and suggestions. Teachers have opportunities to meet with their colleagues and at the same time to get new and different perspectives from parents, students, and personnel in other schools or on the county or state levels. There appears to be a considerable awareness among teachers of where other teachers in the system work, their programs, expertise, and viewpoints on specific issues.

As evidenced from experiences with the Teachers' Council on Instruction and teacher members of the Curriculum Coordinating Committees, there is a remarkable awareness of the talents of in-house personnel who may be enlisted to conduct inservice. This recognition and use of individual skills, both on the county and single school levels, is an incentive for continued individual proficiency and participation. The pool-it file in the Staff Development Center is used for storing this information and is a quick source of resource personnel for either system or single school staff development activities or needs.

Material and Idea Sharing

The established schedule of meetings involved in the organizational structure is one means of assuring opportunities for teachers, administrators, and support personnel to get together. Regardless of the purpose of these meetings, it seems inevitable that ideas will be exchanged and arrangements for exchanging and sharing materials will result. These formal or informal staff development sharing situations are valuable opportunities for idea exchanges, especially since the autonomous nature of each school results in diverse ways of using both basic and innovative material resources.

Idea exchanges also occur during informal peer contacts in school and county organizational meetings. In addition, a variety of curriculum , special program, and inhouse newsletters, memos and reminders support the sharing concept. The Reading Program's newsletter, Link, the Staff Development Center's newsletter, Synergist , the AEA Report, School Board Report, Newscheck, Community Activities News, Bicentennial Broadsides and others are samples of the communications circulated in the system to facilitate forms of teacher sharing. See Appendix #22 for sample publications.

Administrative-Teacher Cooperation

Teachers and administrators often see each other as adversaries rather than as partners. Within many school systems there is an echelon or line of command accompanied by titles that set up lines of authority and responsibility. Too often teachers view themselves at the bottom of the pecking order with too few opportunities to influence the conditions that affect them. The present organizational structure in the Arlington system does much to ease these pressures and bridge the distance between the classroom teachers and the various levels of administration.

The Superintendent has set an example for opening lines of communication with teachers and parents and makes frequent visits to schools; knows a considerable number of teachers by their first names; publishes a weekly open letter to the community in a local paper; conducts weekly open door meetings in various schools to talk with parents, teachers, or students; has monthly brown bag lunches with administrators and support personnel, and generally uses an open door approach in dealing with all school personnel.

This approach fits well into the organizational patterns of county and individual school organization. Administrators and teachers are seen as co-professionals and co-equals when serving on the various committees and groups within the system and have an opportunity to share a mutual information base for group decision making. Teachers are directly involved in the decision and policy making that determines much of their working conditions. The teachers' education association in its representation of a majority of teachers provides input on another level. Modus operandi such as these enhance the openness between teachers and administrators, and thereby serve as incentives for teachers to become involved in various school activities including staff development.

Well paid teachers with advanced degrees, considerable years of experience and broad areas of responsibility seem to have the confidence needed to play many roles within the system. Teachers work side by side with principals as well as curriculum specialists to perform many shared tasks. In turn, central personnel or school administrators assist teachers in the classroom. This year, the curriculum specialists are teaching for at least thirteen days in the schools. Many of them are taking advantage of these opportunities to become familiar with different school programs and needs of various grade levels and to see things from the teacher's perspective. Many principals have also assumed the classroom teacher's role in situations where the teacher has needed inservice release time or when teachers request a demonstration lession. All these factors help to create a cooperative spirit and atmosphere in which teachers can view themselves as partners with their administrators. As many principals view themselves as master teachers, many teachers view themselves within this type of organizational structure as quasi-administrators.

The county human relations program administrator, upon request, has assisted in school based attempts to create a more cooperative atmosphere. Staff development activities are normally devised to meet the single school's needs. Modules 37 and 51 are models for such programs and Module 40 describes what was done in one junior high school to establish better lines of communication between departments and between the principals and staff. The ease with which a school can implement a human relations program is facilitated by the existing system organizational structure. Having ready made ideas to select from and administrative personnel and programs to support a school's effort is an inherent organizational incentive for trying new programs. In more autocratic administrations, this type of incentive factor may not exist. This is not to say that principal dominated inservice will not succeed, but that administration-teacher partnerships may not serve to entice and involve teachers in staff development.

Committee Membership and Inservice Participation

Teacher involvement in a school's committee structure or governance and in activities to develop individual curriculum and instructional materials or programs constitutes a form of staff development. When participating in any of these areas, teachers cannot ignore or neglect to promote what they themselves are responsible for originating. For example, a member of the language arts vertical committee could hardly ignore a self-originated reading or writing inservice activity designed for the school staff and could possibly feel some additional professional pressure to attend similar programs on the county level to enhance his or her experience. Past committee membership and loyalty to past associations may also serve as subtle incentives to attend inservice programs. Conversely, the possibility of serving in the future on a committee or with a program may influence some teachers to attend some inservice activities with enthusiasm. Likewise, teachers who have developed their own teaching materials in workshops are often enthusiastic when implementing new ideas or materials directly into the classroom. As is often the case, success breeds success and teachers may have additional incentives to seek even more ideas and concepts for use in their teaching.

"Our" Staff Development Program

Teachers may become very protective or boastful about their school's inservice efforts. It is not uncommon to hear a teacher refer to "our staff development program" with a sense of pride and oneupsmanship. A subtle competition sometimes emerges and serves as an incentive to do something better or with more flair than another school staff. Last year, there was some inservice competition between the three regions that made up the school district and some of this feeling filtered to the individual teacher level.

This "our" situation is founded in the autonomy each school has to conduct its own staff development and the direct participation of teachers in developing separate school programs. Some schools try to become the best in some specialized area, normally one related to a special need of that school. The pilot or model school approach used by some state special programs such as TAD or the Gifted and Talented Programs have been the beneficiary of this subtle incentive factor of "Let's be the best by being the first" or "Let's be a leader."

With the focus on common school goals and the annual school plans to serve as a monitor, it is not likely that any school is going to stray too far off course in attempts to create an "our" school staff spirit. Instead, this element of school pride may foster an atmosphere of healthy competition in which teachers can exchange ideas and information to bring about even more innovation or improvements. The incentive factors of being part of something different, part of something successful or part of something worth exchanging often influence the level of teacher participation in many single school inservice efforts.

Release time and the "Substitute Syndrome"

Most teachers dislike leaving their students in the charge of a substitute teacher in order to attend a staff development program during school hours. This hesitancy is tempered in team teaching or group planning situations when one teacher or more can effectively and comfortably fill in for the absent teacher. As stated in the ISTE report, "Issues to Face,"

> Teachers need to be not only physically released from their normal duties but also mentally released from the worry that their classrooms will not proceed productively without them.

Some schools have extremely capable aides, volunteers, administrators, and student teachers who can assist in overcoming this valid objection teachers have to released time for inservice. One elementary school met this problem with a full year, full time student teaching program with VPI and trained participants often serve as substitutes. The hypothetical elementary and secondary Teacher Corps models in Part III include proposals for total school inservice activities to prepare quidelines for teachers to use in planning for substitutes and guidelines for substitutes to use to improve how they carry out their duties. Such a program might help alleviate teacher concerns resulting from the "substitute syndrome" and serve as an incentive for teacher participation in staff development conducted during the school day.

SUMMARY

There is no one magic incentive factor applicable to all staff development planning, but one of the key words to keep in mind when choosing incentives might be "options." In view of the multiple needs of diverse teachers faced with multiple classroom situations and perceptions of their roles and responsibilities, a program that offers a variety of inservice incentives is most often needed. Providing options often can be prohibitively expensive in terms of time and money. However, success need not always require massive expenditures. The parallel county school organizational committee structure which allows teachers to become involved in more than just instructional responsibilities is often a prime incentive for teachers to become involved in the needs assessment, planning, implementation, participation, and evaluation processes of inservice activities. In addition, the autonomy of each school plus the assistance of many county support programs provide many options necessary to meet diverse staff development and teacher needs. Built into this organizational structure are elements that foster both a county and a school sense of professional unity: the breakdown of traditional barriers between teachers and administrators; the parallel relationships between the varied roles of teachers and administrators; and, the feeling of being part of one or "our" staff development program.

INCENTIVE LIST

We have compiled a list of incentive factors that teachers and administrators feel motivate teachers to participate in various forms of inservice based on the written teacher and administrative contributions contained in Part IV of this report. All these listed factors were perceived as being incentives in past or current inservice efforts taking place at single school sites. Incentives are subgrouped under the following headings:

- TIME/MONEY/CONVENIENCE
- PARTICIPATION/PLANNING/ORGANIZATION
- ASSISTANCE
- NEED/PURPOSE/APPLICATION
- CHARACTERISTICS OF ACTIVITY
- RECOGNITION / PROFESSIONAL

TIME/MONEY/CONVENIENCE INCENTIVES

- a convenient time and on-site location
- paid attendance
- variations in school schedule and programs to meet isolated or special needs
- use of early release days for special total school programs...see Module 30 a and Module #30 b
- seventh period special schedules instituted several times each year in a secondary school program to conduct special activities..see Module #39
- release from homeroom, reduction of class load, or teacher clerical responsibilities
- professional leave
- paid substitutes
- special budgets to an individual or school to buy additional materials
- hourly rates paid for after school inservice and salary rates for curriculum writing during the summer
- paid time in the summer to plan programs and curriculum
- Innovative Fund awards granted to teachers or schools to carry out special projects
- programs which do not involve increased paper work, consumption of time or added non-teaching responsibilities
- **babysitting** or supervised recreational activities for children of teachers who attend early evening or weekend inservice sessions
- transportation arrangements coordinated by the principal or specific staff members

PARTICIPATION/PLANNING/ORGANIZATIONAL INCENTIVES

- a voice in the decision making process.
- participation of the school administrator in all phases of a total school staff development program breeds mutual trust and respect and offers reassurance of the needs and merit of the effort.
- use of an administrative memo or a faculty newsletter for trivia to free scheduled faculty meetings times for mini-inservice sessions.
- teacher conducted mini-inservice activities at faculty meetings.
- knowledge of the specific amount of time teachers are expected to commit to an activity or program.
- clear objectives.
- the identification and recognition of school staff talents for use in having teachers train other staff personnel can create a staff feeling of "unity in diversity."
- use of on-site support personnel to facilitate staff development programs controlled by county, state or other surrounding governing agencies. See Module 45 for description of career education program.
- organization of the school schedule to facilitate mutual planning and working situations for teachers within the school day.
- work space for special or long term group staff development programs to provide a fixed meeting place, special equipment and telephone if needed, an area to keep materials, identification and a feeling of team effort.
- early morning informal planning sessions with breakfast provided. See Module 52.
- staff development sessions which are also a staff forum to show support of lack of support for issues teachers feel are important to themselves, the school or some other person or group.
- scheduled monthly meetings of vertical or other committee responsible for inservice in order to regenerate interest, resolve problems, and devlop new ideas.

- planned incentives which involve special training of a selected teacher to demonstrate need and effectiveness of an innovative project....if others become interested, the selected teacher can then conduct on-site training for other teachers and can give demonstration lessons or share materials.

- a bandwagon mechanism built into innovative programs to enable other teachers to join a project or participate in inservice activities at any point...For example, as a result of a middle school innovation plan, a teacher serves as a part time coordinator and has a lighter teaching load in order to head up a visible "super" group which maintains an open invitation to any staff member to join in the project. See Module #52.

- teachers in an open concept school state they want the concept to succeed because they participated in the planning, further supporting the idea that teachers' participation in the planning process is a critical ingredient for smooth and effective change.

- self studies and accreditation experiences that provide opportunities for self discovery and school analysis of inservice needs.

- meeting formats which enable teachers to bring up disturbing matters, exchange ideas, and to become more informed or sensitive to others' ideas, needs, and problems...teachers become more considerate of the stress and problems of others and in the process learn to cope with their own individual situations.

ASSISTANCE INCENTIVES

- programs which offer the help of non-classroom teachers in the classroom to create more opportunities for individualized and small group instruction.

- values and benefits of volunteer programs which provide incentives for teachers to train volunteers and to gain additional classroom help for students and time for special planning and preparations...volunteers often help students with special problems by giving individual attention and often help more children reach individual grade achievement levels.

- clerical support to help implement programs which require a lot of writing, duplicating, publicity or reporting.

INSERVICE NEED AND APPLICATION INCENTIVES

- recognition of a need for better communications and human relations.

- inservice activities that relate to or fulfill objectives in teacher written annual school plans.

- activities which help teachers take part in volunteer or mandated programs such as Title I. A film, " A Day in the Life of Title I" is shown and teachers attend workshops to learn how to use Title I skills forms with their regular classroom lessons.

- activities which increase teachers' knowledge in areas which are not usually part of most teachers' general education. For example, the inquiry workshops usually associated with social studies were very popular as they could be applied in many ways to other subject areas and could be used to help implement a new school board goal in thinking skills. See Module # 49.

- activities which help teachers to deal with crisis situations and to receive immediate information and materials for classroom use. ESOL workshops designed to help teachers share problems and exchange ideas as well as to identify needs were effective in attempts to meet challenges of a large number of Southeast Asian students suddenly entering classrooms.

- teacher exchanges which help teachers observe students they will have the next year, or to make a decision about a new program, organization, or other involvement under consideration by the total school staff.

- teacher exchanges or cooperative "buddy" activities such as are suggested in the interdisciplinary Teacher Corps hypothetical model in Part III.

- activities that offer suggestions on how to improve test scores

- team teaching programs which collaborate with individuals from outside the school

- activities which feature special program materials developed for direct classroom application in specific curriculum areas such as ESOL, MORE, TAD, or Career Education

- activities which involve local, state, or federal government agencies and special materials directly applicable to the classroom.

CHARACTERISTICS OF INSERVICE INCENTIVES

- activities which help teachers teaching on the same grade level to address ways to approach shared problems

- activities which give teachers a broad perspective of the total K-12 perspective

- membership on coordinating committees to help teachers gain perspective of the total curriculum

- those disappointed with county sponsored inservice programs may be encouraged to conduct school based inservice activities

- programs featuring special resource from around the United States at single school sites

- workshops which distribute handouts and other materials describing the nature of the workshop and how it applies to the classroom

- workshops which provide extra classroom materials for participants to distribute among fellow staff members

- "hands on" workshops in which teachers can make materials to take back to the classroom

- workshops which feature realistic role playing or use of prepared materials

- workshops which provide printed guides or manuals listing ideas, materials, resources and means of evaluation such as were provided in the TAD program

- workshops or programs which are well organized, have topics of high interest level, and feature quality presentation.

"Experience shows that the inservice programs are successful if the following are considered:

- an informal, but professional atmosphere
- practical, down-to-earth ideas which can be easily adaptable to the classroom situation
- no educational double-talk or jargon
- an offer to pitch in and help the classroom teacher
- a little food and hospitality
- persons presenting the inservice should be well prepared, have something important to present, present it in an interesting way, be brief and organized...
- inservice leaders should involve the participants in an non-threatening way, and provide an opportunity for questions and evaluation." 87.

RECOGNITION AND PROFESSIONAL INCENTIVES/REWARDS

- Recognition from outside the school and even outside the system.

- Publication of an article in a local or national publication which helps to establish a positive school reputation.

- Recognition in form of having one's name in print or from being recognized as an author in an individual or cooperative publication.

- Recognition from professional peers resulting from participation in curriculum guide writing and preparation.

- Recognition for single school or individual innovative or successful programs in newsletters published by central system administrative or special program staff.

- Newsletters often offer motivation for participation or create teachers interest in or awareness of needs of a proposed or available inservice activity requiring volunteer participation.

- The chance to be a leader in a new trend that eventually may affect all teachers.

- Opportunities to participate in pilot or model situations which give a teacher a chance to experiment, alter teaching approaches, or to become a school or system expert in an area of need.

- Attending conferences to associate with educators from outside the system...paid travel..prestige of being selected ...travel experience.

- Anything which demonstrates or reflects parental involvement, interest or recognition.

- Visiting a new facility or other school building.... Hosting an intra-system activity and serving as a showcase facility or staff.

- Staff development activities at the central education center also provide teachers with the opportunity to take care of individual business with the personnel office or to visit with curriculum specialists or particular administrators in an informal manner.

- Teacher exhanges often offer many social, professional, and recognition incentives on the surface. However, experience shows few teachers give time, energy or true commitment to participate.

- Teacher exchanges may be viewed as a professional opportunity to assess additional schools where teachers may have eventual job opportunites.

- Inservice activities conducted by locally recognized and respected professional leadership.

- Inservice activities conducted jointly for pre-service and inservice teachers where teachers can contribute to overall professionalism of the profession.

- Graduate credit which can be applied to salary increments, certification or a degree program.

- Courses which provide credit and direct application to the classrrom are a double professional bonus

- College courses or specialized inservice that can be a preparation for changing job positions..opportunity to make professional contacts in order to encourage new areas of specialization or generalization.

- Administrative requests for information concerning individual growth or participation in staff development activities.

- End of the year evaluations.

- Satisfaction and excitement from developing a field test or new curriculum

- Satisfaction from reaching individual or school goals through mutual cooperation in school programs designed to achieve continuity.

- Satisfaction in learning how to set and reach individual objectives in an effective and efficient manner.

- Confidence and applicable skills...often seen as more lasting and meaningful than money or administrative pats on the back.

- Increased student learning, awareness, competence, confidence and interest.

INCENTIVES AND REWARDS FOR STAFF MEMBERS TO WORK ON A FEDERAL STAFF DEVELOPMENT PROJECT

Members of the local Teacher Corps Project on Staff Development viewed input into project research, study, planning and report writing as a staff development activity since it would often involve the field testing of techniques and materials and had the potential of contributing to a teacher's professional growth. At the outset, we made a concentrated effort to include as many teachers and administrators as possible from a variety of representative schools which had conducted single school inservice programs. A co-director of the project who is also one of two county staff development helping teachers was familiar with individual teacher and school inservice activities and made the initial contacts to recruit teacher and administrative participants.The co-director scheduled one half to two hour meetings with each potential contributor to explain the purpose of the single school study, to discuss the preliminary outline and to discuss the staff member's potential contribution. Potential contributors made suggestions about the overall project approach and how they might contribute some of their experiences in writing for the project. There was no mention of monetary payments until the end of the first meeting or after a second meeting. Most contributors assumed they were going to assist in the report preparation without receiving any financial remuneration.

After realizing the types and lengths of contributions would vary, and that we would need several sets of guidelines, the project staff reached an agreement with the teachers' professional organization and the school system's negotiations personnel for paying all contributors the flat hourly rate of $12.00 This was somewhere between the hourly wage rate of the average teacher and the mandatory inservice attendance rate of $6.00 per hour required in the teachers' organization contract. We deliberately refrained from using the word "contract" and labeled the mutually signed form an "agreement." We wanted to allow contributors a way of backing out of the situation if they were unable to complete the agreement or if it became apparent in preparing the materials that a contribution would not be applicable to project needs. Part IV contains the resulting contributions and the contract and guidelines which were used by participants and project personnel.

Approximately sixty staff members agreed to submit written modules on single school staff development programs for the project. When these contributors were informed that the project would pay them $12.00 an hour for their writing, about one-half of them replied that they would be willing to complete the work without payment. But to assure a greater obligation on participants' part, the project staff insisted that each person take the money personally or contribute it to some school fund or project. Because of the large number of persons volunteering to write for the project and the unknown quality of the materials we would receive, it seemed wise to restrict most of the contributors to a five hour or $60.00 payment for a single module contribution. In some cases, this symbolized a token payment for considerably more than five hours' work. There were larger payments promised for what would obviously require more time and effort to prepare and these arrangements were worked out on an individual basis.

The agreement signed by the project co-director and the contributor included a descriptive title, the type of guidelines to be used, a due date, and a mutually agreeable payment. Reaction to this monetary incentive approach included the following:

- About 50% stated they would complete the work as a professional or personal obligation without payment
- All contributors eventually accepted the money. Three persons directed the money into the projects described in their contributions.
- Four persons who signed an agreement failed to submit reports
- Four reports did not reflect the guidelines or were unusable for the project report purposes. A few others were usable only after extensive editing.
- Although lengths varied, most reports were of good quality and reflected considerable effort.
- There was one follow up inquiry about when the money payment would be made. Payments were included in the contributors' paychecks within one month after reports were received.

Ten persons were asked and accepted without hesitation to assist in developing the project's hypothetical model schools. Two approaches were used to complete this staff development project requirement.

The Elementary Model

An elementary principal , a teacher from a Teacher Corps School, a county staff development helping teacher, and the Teacher Corps Staff Development Project Co-Director spent a weekend in five brainstorming sessions isolated from the school environment. Each person was paid $100.00 for the forty-eight hour experience.

The Secondary Model

Seven persons representing teachers, administrators, and media center personnel worked over a period of three school days in an Education Center conference room. Three core teacher participants worked on released time, and the scribe received payment for the additional work of compiling the data, recommendations, and results of the planning sessions.

These findings and observations seem to show that money was not necessarily the motive for project participation. Most persons seem to have contributed for professional reasons and for the opportunity to summarize or conduct some form of inservice experience . Most of the work was completed after school hours, and the bulk of it probably required many more hours than were paid for. The opportunity to make a contribution to an overall project involving teachers and educational personnel in three other areas in the country which might eventually influence Teacher Corps projects and education throughout the country was also an incentive. The presence of a new Teacher Corps project in the school system may also have aroused interest and influenced individuals to cooperate in the Teacher Corps project on staff development.

COLLABORATION IN SCHOOL BASED STAFF DEVELOPMENT

For the purposes of this study of school based staff development, "collaboration" is used to mean any cooperative effort between a school system or its parts with any outside person or group to improve a teacher's ability to meet students' school related needs. A school inservice planning group can consider the following basic questions when arranging a collaborative project or activity.

MUTUAL NEEDS

- Is the collaboration based on voluntary or mandated needs assessments?
- If need is mandated, what group is responsible for monitoring its implementation?
- Can group mandating need provide assistance?
- What are the motives, goals, purposes or incentives for collaboration on the part of each partner?
- If the needs of each partner differ considerably, how can we plan to meet these needs in order to avoid conflict or "failure"?

PARTICIPANTS

- Are the intended participants or "target" group the same for each collaborating partner?
- Will the project be for all system personnel or for all school staff members?
- How can potential participants be involved in the planning or needs assessment process ?
- How will the participating group be formed, selected, or identified?
- Will compromise be necessary between partners?
- What and how much communication will be needed to form or attract a group of interested participants?
- What incentives will need to be planned or provided to encourage participation?
- Which group will be responsible for those incentives requiring funding?

AUTHORITY AND GOVERNANCE

- How will the project be managed ?
- Who will assume planning, coordinating, communicating directing, organizing, budgeting, and reporting responsibilities? How can these functions be divided between members of the two cooperating groups?
- Can the collaborative effort function legally and practically within the established structure of each partner's organization?
- Who will be the primary director of the decision making and implementation process?

IMPLEMENTATION

- What delivery options are acceptable to all partners?
- How can each collaborator contribute most effectively to the success of this project in terms of personnel, information, skills, or other resources?
- What system of communication will be established between the various partners during the implementation stages of the project?

FOLLOW-UP AND EVALUATION

- What are the intended short and long range influences of the project for each collaborator and potential participants? How can these be evaluated?
- How can the effectiveness of the project be measured for each partner? participant?
- If follow-up steps are necessary, will they require continued collaboration?
- What are possibilities for other collaborative projects based on this experience?

FORMS OF COLLABORATION

Individual schools report staff development programs or total school activities conducted in cooperation with 1) state level agencies and the State Department of Education; 2) local institutions of higher education and the Northern Virginia Consortium for Continuing Education ; 3) civic and government agencies 4) professional organizations; 5) community volunteer and service organizations; and 6) business groups. The mutual reasons for collaboration, needs of participants, guiding authority or governance factors, implementation procedures, forms or formats of presentation, and monitoring or evaluation activities differ in each instance. The following descriptions of sample school centered collaborative experiences illustrate a variety of forms and formats used for achieving goals of on site teacher inservice training and community, university or agency cooperation.

STATE LEVEL COLLABORATION

Local schools and school systems have a flexible range of options for meeting standards and goals set by the state legislature or state department of education. Hard-line directives or obvious pressures for specific approaches to fulfill mandated inservice or certification requirements seldom exist. Most often state influence, guidance, or assistance comes in the form of special materials and resources, consultant help from state level specialists, or additional educational funds to augment or initiate local programs. State funds have supported several local school based programs over the past few years in Teaching in the Affective Domain, Gifted and Talented, Supplemental Skills Development and mainstreaming programs. Each state program has involved considerable staff development on the system and individual school levels. However, the major influence of the state department of education on teacher inservice training most often relates to the granting and renewing of teaching certificates.

A new Virginia State Department of Education directive enacted by the General Assembly of Virginia in 1976, states that postgraduate professional certificates will be issued for a period of five years instead of the current ten years as of 1 July 1978. The same directive states that twenty years of teaching experience will no longer automatically qualify a teacher for certification renewal. This new legislation in effect will require all teachers to complete six hours of college level work every five years and will have a definite impact on many local teachers, most of whom hold Postgraduate Professional Certificates.

Teachers are offered a wide range of incentives and selected college courses to facilitate certificate renewal requirements and to help meet specific teacher, single school, system or state needs. The now invalidated but honored negotiated agreement between the school board and the teachers' professional association provides upwards of $70,000 in scholarship funds a year. This amount allows each teacher financial support of $500 for each five year certification period . The Scholarship Fund also permits funding of additional courses which may be School Board goal or crisis related. Teachers have an added incentive to complete more than the required six hours of coursework for certification through a Masters' degree plus 30 credit hours step on the salary scale and can use scholarship funds for this purpose. Although university tuition fees vary from $81 to over $400, it is possible for a teacher to acquire as many as 18 credit hours with scholarship funds over a period of five years.

The University of Virginia's Northern Virginia Extension Division has been a successful state level collaboration partner with the local school system to offer a wide range of courses to help meet local and state needs. In many cases, school personnel are the course instructors or coordinators and the courses are often tailored to satisfy both state or certification renewal requirements and teacher and school assessed goals. State university personnel have cooperated with county or single school staff members to offer on-site coursework in mainstreaming, learning disabilities, behavior modification, school evaluation procedures, music in the humanities, and arts in the humanities. The latter course has almost become a tradition and is in its fifteenth year.

For additional information on state level and single school collaboration see

Appendix #17........Certification Requirements
Module #41 ....Learning Disabilities Coursework

Mainstreaming

At present, central administration personnel and single school staff members are actively seeking the collaborative assistance of state level specialists and resources as a result of the recent Supreme Court mainstreaming directive requiring children with special education needs to be included in regular classroom activities and environments. Although direct responsibility for implementation of federal rulings is assigned to the states, each local system, school, and teacher has the ultimate need and responsibility to help these students adjust to their new learning and classroom social situations.

Initial teacher response to mainstreaming directives in Arlington was most often clear and negative. Most teachers did not want the change. However, these same responses actually helped those responsible for initiating mainstreaming inservice activities to identify specific teacher and school concerns and to design programs which would be somewhat acceptable or tolerable for many of the reluctant participants.

The following sample collaborative mainstreaming inservice training program showing both state and local roles was designed in cooperation with state specialists, single school representatives, the central Staff Development Center personnel, county specialists, and members of the community including representatives of the School Board and other personnel from nearby counties. The objectives were to help teachers learn how to prepare individual instruction materials and to become acquainted with mainstreaming procedures at the classroom level.

Needs Assessment

State's Role:	- Mandated action of Federal Court ruling
School District's Role	- School Board supportive statement - Central Staff Development survey - Teachers' Council on Instruction concerns - Individual school plans - Feedback from schools to and through Special Education Division - Parental concerns - Response to college courses

Program Design and Decision Making

State's Role
- Directives from State Education Department
- State Special Education personnel visit upon request of school district
- State personnel offer cooperation, personnel and resources

School District
- Teachers request program via Teachers' Council on Instruction or Special Education teachers
- Staff Development Helping Teachers devise several approaches in cooperation with Special Education personnel
- Local schools request consultant services of state personnel
- All concerned select the proposed programs which seem to fit expressed needs.

Implementation

State
- State department agrees to supply number of consultants for specified programs to take place in three sessions.

School District
- Staff Development Center personnel plan and organize program with teachers and schools.

SESSION #1

Panel discussion on purposes of mainstreaming with representatives from School Board, Special Education division, and a special education division in an adjacent school district . Teacher acts as moderator.

PLANNING PERIOD

SESSION #2 and #3

One teacher and one special education teacher from each participating school attends workshops in individualized instruction for mainstreamed students. Visiting state consultants instruct participants in how to prepare materials. Teachers in turn help teachers in individual schools with new methods and materials.

EVALUATION AND REASSESSMENT STAGE

SESSION #4

Follow up activities. Set plans for future needs.

Incentives

State	- challenge to implement a Federal ruling and perform state function
	- opportunity for cooperation with local educational agencies and grass roots visitations.
	- opportunity to field test methods and materials
School District	- opportunity to fulfill a mandated goal
	- free staff development resources
	- improved relationships with state level personnel

Evaluation/Follow-up

State

- Use of Arlington personnel in other school district programs
- Evaluation of the effectiveness of individualized instruction approach
- Need to have further inservice sessions to build on these experiences

School District

- Teachers make initial evaluations of the workshops
- Use of workshop ideas and materials in the classroom is examined
- Contacts between the Special Education and classroom teachers
- Need to conduct another system centered workshop
- Video tapes of the processes need to be made
- Investigate potential for single school programs featuring similar content and methods

INSTITUTIONS OF HIGHER EDUCATION COLLABORATION

Many options are open to staff development planners for arranging school based activities in cooperation with any of twelve local institutions of higher learning. As a result of what is often a buyer's market relationship, many arrangements are made to the distinct advantage of teachers. Most college or university coursework is offered at times or sites convenient for the participants and many universities make flexible credit hour or certification accomodations according to how much time teachers can commit to the activity. University personnel often design courses to meet specific school assessed needs and will sometimes condense or extend courses according to teachers' requirements. The schools provide free space for course sessions arranged through collaboration and the School Board will sometimes fund under enrolled courses.

The Consortium for Continuing Higher Education in Northern Virginia is a forum used by local education officials and university personnel for the exchange of ideas and information concerning present and future educational needs. This group based on the George Mason University campus has the potential of serving over 20,000 Northern Virginia teachers. Periodically, staff development representatives are invited to meetings to discuss local school systems needs with university representatives. Judging from these consortium discussions, the services and collaboration relationships of university to school system seem to be different for each school system or university combination.

In Arlington, the smallest county land area in the state, the need seems to exist for arranging inservice training for experienced, tenured teachers to meet specific needs or challenges of change within the school environment or the surrounding densely populated urban-suburban community. In contrast, members of the Consortium also serve teachers in a neighboring county which has a population over four times as large and a land area over ten times as large as Arlington. The school system is the largest in the state, and tenth largest in the nation and serves a community with a mixed rural, urban and suburban population. New schools are opened each year, others are closed or consolidated to accomodate growths or shifts in population and many relatively inexperienced teachers are part of what is often a transient school staff with diverse inservice needs. Teachers therefore have a wide variety of individual needs on the individual, school, professional and system levels and many traditional and innovative alternatives must be included in both single school and system controlled inservice planning activities.

These varying needs, county-to-county, often discourage inter-county cooperation and the consortium is most often a more valuable tool for the universities and colleges than for the individual school system. Nevertheless, these consortium sessions provide an opportunity for school staff development personnel to exchange problems, ideas, and information and to alert institution of higher education representatives to current and anticipated needs within each school or community. Additional information on Consortium activities is in Appendix #19.

COLLABORATION WITH CIVIC AND GOVERNMENT AGENCIES

Most local civic and government agencies are able to provide community and public relations educational services and have personnel who are free and willing to assist local schools carry out educational missions and objectives which are often shared by the agency or organization. In many cases, agency personnel welcome opportunities to assist in schools where their own children attend.

An example of long range cooperation between a federal agency and an individual school to develop a total school participation project requiring teacher inservice training is an elementary school program in "Aerospace Education" described in Module 30 a. The school staff has worked closely with members of the Federal Aviation Agency to produce teaching and curriculum materials which have been used for mutual benefit and purposes. Additional activities in aerospace education are continuing this year, and the staff also conducts another active total school program entitled "Planning for the Future" which involves additional community and sometimes agency collaboration. See Module 30 b.

Many school and system personnel cooperate with local government agencies and civic organizations for short term school based projects which often require some teacher training or information activities. The social studies curriculum specialist has coordinated a five week inservice session with the local bar association on "The Student and the Law". A juvenile court judge and the county Commonwealth Attorney have conducted inservice sessions for teachers sponsored by the professional teachers' association and the school system to deal with behaviorial problems. The Police Department has a wide range of teacher and student programs. Teachers and students can spend a night riding in a police car, can visit police facilities and communications or records rooms, or can tour the county courts and the new county jail. The staff development helping teachers in cooperation with a large number of elementary teachers have worked out an educational program with the fire department and the parks division has helped to set up an outdoor science lab at an elementary school site. The county sponsored humanities project works very closely with the school's humanities programs and provides resources that are used in almost all of the elementary schools. And county and school board members as well as local state assembly members often get involved in school programs involving teacher inservice training.

The high school have drawn heavily on local government agencies for free resources in terms of speakers, consultants, materials, and field trips. One interdisciplinary two hour course for high school seniors has involved over 60 resource persons in the past school years. These speakers have included U.S. Senators, clergymen, lawyers, parents, undertakers, and doctors. This same program also featured a number of field trips, including a week's visit to Capitol Hill. Students also volunteer in the community and have worked for congressmen, in hospitals, with Common Cause, or in political campaigns. These and many other similar experiences which could be cited illustrate the willingness of local agencies to cooperate in school programs whether they be student or teacher focused. Most problems for this type of inservice requiring collaboration are somewhat the same as system centered programs - time, location, incentives, selection of common goals, need for consensus and commitment, and the application of available resources to a recognized needs area.

COMMUNITY, BUSINESS AND VOLUNTEER COLLABORATION

A teacher initiated collaboration with the local chapter of the American Red Cross at one elementary school centers around a Red Cross conducted staff development program to train teachers in using Red Cross First Aid printed materials in fourth, fifth, and sixth grade classrooms. The program is monitored by the Red Cross coordinator and gives continuous service to the teachers. Through this training teachers have learned how to use the Red Cross published text book, guides charts and tests within the framework of the current curriculum and how to apply the First Aid Unit to a child's life outside school in home, scouting, play, or other youth activities. For more information on this school based program,see Module#32.

The Red Cross has also collaborated several times with teachers to develp "crisis" related programs. When many Southeast Asian children suddenly came into the community and classrooms, the Red Cross offered insight into some of the housing and employment problems the Asian families faced and how these factors influenced children's school work. Teachers received Red Cross cross cultural and language guides in the heaviest impacted schools and Red Cross representatives participated in teacher workshops.

Several years ago, a group of teachers participated in a free two week training program in Individually Guided Education (IGE) sponsored by the Kettering Foundation in Dayton, Ohio. Members of this group, largely principals, have since conducted numerous inservice programs for other school personnel and the IGE influence is obvious in many schools. The Kettering Foundation also provides free consultancy service in schools where these programs have been implemented.

Several years ago, members of a newly consolidated open school staff participated in an experimental computer approach to individualized instruction program called "Planned Learning According to Needs" (PLAN) in collaboration with the Westinghouse Learning Cooperation. The program included considerable administrative and teacher training which critics now feel was inadequate. The program was closed out and generally felt to be a failure. Yet, there are some who were involved who feel that PLAN could have worked if the right teachers and teacher training had been conducted. A more detailed account of PLAN's staff development experience is in the problem component paper in Section II and illustrates what can happen if participants and consumers are not involved in the decision making, consensus, commitment processes inherent in any total school innovative program requiring collaboration with additional groups other than a regular school staff.

The Career Center and Distributive Education programs include a variety of cooperative efforts with members of the local business and professional community. Coordinators of these programs often serve as liaisons or information sources for existing or potential forms of collaboration with the work and business world which are available to single school staffs. For instance, Career Center personnel have recently been contacted by a nationally respected computer specialist who has offered to conduct free inservice programs for teachers in the secondary schools to learn how to use the school's computers. The program proposes that participating mathematics, science, and social studies teachers would be allowed time-use of the computer terminals for their own classroom use after they had participated in the training activities.

Significance for Inservice Planning

- Collaboration for any form of inservice training needs to be carefully thought out with regard to mutual needs, strengths, roles, resources and responsibilities of each partner. This process may be simpler within the framework of an institutionalized staff development program where the mechanics for collaboration exist.

- Collaboration may involve an unequal relationship based on unequal needs for the inservice activity. This situation requires careful preplanning, compromising and delegation of responsibilities.

- Collaborative efforts may be one shot or long-term efforts and each requires different types of relationships. Some forms of collaboration between school systems and outside groups might become institutionalized and become part of the regular inservice process.

- Collaboration based on mandated needs may differ from that based on self-generated single school needs. In some cases the needs assessment, decision making, incentives and evaluation requirements may vary considerably.

- Some forms of collaboration are most effective on a single school basis and other forms are most effective on a multi-school or system level. Inservice planners should not be rigid in their approaches and should consider a variety of alternatives before making final decisions.

- Positive evaluations of collaborative efforts should reflect some beneficial effects on both students and teachers.

- Inservice planners should remember to give recognition either public or personal, to all supporting members of each collaborating group as part of the follow-up process.

PROBLEMS IN STAFF DEVELOPMENT PROGRAMS IN ARLINGTON PUBLIC SCHOOLS

Section I - General Problems

Section II - The PLAN Experience

Section III - Problems encountered with our Teacher Corps Project

PROBLEMS: SECTION I

THIS SECTION LISTS SOME OF THE MAJOR FACTORS TEACHERS AND ADMINISTRATORS PERCEIVE AS PROBLEMS IN CONDUCTING INSERVICE ACTIVITIES AT A SINGLE SCHOOL SITE. PROBLEMS OF SYSTEM SPONSORED INSERVICE ACTIVITIES ARE OFTEN SIMILAR.

TIME

- There is just not enough time to do all that a school needs to do nor to get involved in the many programs available. Schools and teachers must select those inservice activities which best suit their needs to the exclusion of those activities with a lower priority.

- Time and money are related problems. Time in the form of early release, paid time after school, substitute time, summer employment, or weekend inservice are all problems mentioned over and over again. Many of these time problems can be solved when money is available and money can serve as an incentive to get teachers to give up time for inservice.

- Scheduling and time problems stem from both the county and individual school levels. Often inservice activities or oganizational meetings at a single school conflict with some desirable county sponsored meeting or inservice activity. Activities are somewhat coordinated by a county inservice calendar, scheduled early release days, a school year calendar, regular meeting dates for teachers' groups on the department, school , and county levels and set meeting dates for coordinating, advisory, and other organizational groups. This system of fixed calendar dates helps to meet long range planning needs but sometimes conflicts with quickly organized inservice activities on either the single school or county level.

- What is the best time of day to hold staff development activities? This question is surveyed several times over. On paper, teachers will elect school release time as the most desirable time to conduct inservice programs but at the same time will verbally express unhappiness with having to leave the classroom. There are some forms of inservice that simply require day long periods of time to conduct effectively. The after school hours are useful for a single school based program but travel require-

- ments and late hours often cause problems for any central or multi-school efforts. The time staggered dismissal of students on the various K-12 levels creates problems for full staff programs. Pre-school day inservice has met with success in some schools but is objectionable to some teachers. Some elementary schools hold their faculty meetings in the morning before the students arrive, but this is not a feasible practice on the secondary level where classes being at 7:30 a.m.

- The day of the week and time of the inservice needs to be considered in relation to the school calendar. Wednesday is early release day in the elementary schools and is often used for inservice activities, preferably for individual school rather than county inservice. Friday afternoon is not the most effective inservice time, therefore much of the inservice on the county level and in some schools is on Mondays, Tuesdays, and Thursdays. This is especially true for after school voluntary no pay forms of inservice.

- The scheduling of college credit courses also must consider time factors and the calendar year. The school year begins about the same time as the IHE semesters. This does not give teachers enough time to adjust to returning to school and to make a selection of a college credit course. Teachers require some time period to think about what courses they want to take and perhaps to cultivate a fellow teacher to take a course with them.

- Inservice close to holidays, marking periods, and school closings may also have some recruitment difficulties. If inservice is offered too late to utilize in the classroom, teachers may not want to participate. It is suggested that October, November, January, February, and March inservice activities often succeed more frequently than those held in other months.

- Coordinating the timing of some inservice in relationship to inservice needs and programs is important. The county level thinking skills inservice program offered in October was a supportive kick-off activity for single school programs. An individual school about to select a new basic reading series can plan inservice about the reading improvement programs to coincide with this need. Last year Region II conducted a series of sequential and related inservice programs on both teacher and student rights and responsibilities shortly after the teachers' association had a related workshop on discipline.

MONEY

Lack of money can restrict the scope of a school based program and can limit the opportunties and options for teacher participation in specific inservice activities. The areas most often mentioned as needing funding include

- travel
- paid time for after school hours activities
- released time and substitutes
- outside professional consultants
- conference attendance and representation
- college course work
- inservice materials
- teacher exchange preparations
- innovative projects and programs

At present, staff development funds for single school programs are severely limited and what funds do exist are controlled by the Teachers' Council on Instruction which approves teacher or school requests for innovative funding. In response to budget cuts, many accomodations and volunteer gestures and efforts have been made to support the need and value of continuing staff development programs on the system and school levels during the past year:

- School Board members subscribed $500 of each salary to the Teachers' Innovative Fund to assure its continuance.

- Several P.T.A.'s and other community organizations contributed funds to school inservice programs.

- Consultants from adjoining school systems, universities, and the community have provided services without benefit of financial payments.

- Federal and state monies from various grants, projects, or contracts have been used to support some school or system inservice programs or to field test ideas or materials.

- No-pay, volunteer workshops and other inservice activities have been conducted on the school and system levels with the assistance of many teachers and system support personnel.

- Many teachers have purchased additional classroom materials with their own funds after attending volunteer workshops.

TEACHER APATHY, ATTITUDE, MOTIVATION, LACK OF INTEREST OR FEELING OF INADEQUACY

These related problems are best dealt with on the single school level by the principal and the teachers. Interest and support from the central administration personnel , when requested, may be useful to offset some internal problems. The application of some well plotted human relations exercises might also be helpful depending on the nature and origins of the teachers' behaviors. These negative forms of teachers' reactions are more likely to occur when one or more of the following characteristics accompany the inservice activity:

- The school's inservice program is overloaded and the activity has a low priority among teachers.
- The inservice activity is mandated and will be evaluated for outside purposes.
- There is limited teacher involvement in the assessing, planning, and implementation of the activity.
- The activity or topic offers little opportunity for a new and useful experience.
- The activity suggests the use of new materials and equipment which are not obtainable or are impractical.
- The activity involves being 'talked at" and allows for little involvement on the part of the participants in contrast to "hands-on" activities.
- The activity attempts to cover too much information or advanced information that the participants are unable to absorb or use.
- The activity is poorly planned without clear cut and easily understandable objectives and goals.
- The activity is conducted by individuals or groups that are known to be ineffectual or unstimulating.
- The activity does not take into consideration the many incentive factors that make it easy for teachers to attend.
- Attendance is mandatory or involvement is a requirement.
- The activity is conducted by outside individuals unfamiliar with the school system and local needs.

LACK OF ADMINISTRATIVE SUPPORT AND POOR LEADERSHIP

Many teachers mention lack of support from school principals or central administration personnel as reasons for inservice problems. Principals in turn cite central administration for some lack of support for in-house inservice programs. These forms of support seem to hinge more often on financial needs rather than personal encouragement from central administration personnel. The distribution of inservice funding is directly related to the priority put on meeting specific goals. Those forms of staff development related to county and other mandated goals are more likely to receive the limited financial support and services than different and individual school goals. There may be some inherent communication problems and failures to understand the roles of administration as well. There have been some suggestions that workshops be conducted for teachers to acquaint them with the operations of the central administration to clear up some of these misunderstandings and communication gaps.

Some schools hedge on receiving or requesting central administration support fearing that it might infringe on their autonomy whereas other schools tend to lean heavily on countywide services to complete their inservice goals. The relationships between the individual teacher and the principal at the school level may well determine the level of administrative support for school based inservice. However, each school and staff relationship should be assessed in light of its unique circumstances.

POOR PLANNING, ORGANIZATION, AND MANAGEMENT

- Programs are not organized in a manner to keep the momentum going over a long period of time and the initial interests and motivations are not used effectively enough to sustain the activity.
- Some persons conducting the inservice do not have the skills or resources to conduct a purposeful activity. This involves effective use of in-house resources and need for basic knowledge of organizational strategies and techniques.
- The objectives or goals of the inservice activity are not stated clearly and cause confusion between the implementor and participants, whose expectations are not met.
- Material and clerical support are not provided.
- The activity does not consider the application of the inservice to the teacher's everyday classroom needs.

Two staff development helping teachers, as well as special program directors and curriculum specialists assist school personnel with planning, organization, and management problems. These problems most often exist when there is a shortage of money, time, or there is a lack of know-how on the part of the planners. Confusion may also result from attempting to do too much with too little time, talent, money, or purposes. These problems are less likely to exist when central administration is asked to assist and when the planning group includes a range of school, community and central personnel. A planning process which includes listing anticipated problems and alternative solutions also can help to avoid organizational or management problems.

OTHER PROBLEMS

- The teachers' negotiated contract sometimes hinders inservice efforts, especially in time restrictions and financial requirements for various forms of work and participation.

- Role confusion and job competition factors may be involved in some inservice activities ...this is more likely to occur at the school committee level, but can also be present in overlapping special programs such as ESOL, Bilingual or Teacher Corps projects.

- Staff turnovers and reductions in force create some problems. School staffs will work over a period of years on some inservice need only to have new staff members replace key individuals who require continued individual training. This interrupts long range planning and the school's organizational structure and may offset a faculty consensus for certain needs areas. A continuing declining school population, the future closing of some schools, consolidation of school staffs and a negotiated teachers' contract offer little hope for a quick solution to this perceived problem. On the other hand, changes in personnel may often be stimulating and provide for a new climate in which staff members can exchange ideas, methods, and information for teaching improvements.

- Librarians feel that teachers often have little knowledge of the abundant resources available to them and to their students. Finding time and inservice techniques to inform teachers of these resources could result in a variety of new and effective changes in teaching methods and increased use and understanding of available resources in each school.

SUMMARY

Many problems in conducting inservice at the single school site with full cooperation of the total school staff often dovetail or overlap and are often related to the uniqueness of an individual school staff and activity. These problems are most often related to the use of time, money, teacher interest, administrative involvement and the staff development planning and implementation process. Teacher involvement and material acquisition was less a problem when money was more plentiful. Many of the people problems are related to poor communications and human relations, areas which are a continual challenge and an important consideration for conducting any staff development program, volunteer or fully required and funded. Most of the activities used for compiling this section on problems in staff development at the single school site were teacher assessed, planned, and conducted with the assistance of various support systems in the schools and central administration. A failure to involve staff members in the assessment, decision making or implementation processes of these activities was not seen as a problem by the contributors. This seems to support a belief that the system has a supportive organizational structure for inservice programs in which teachers share the power and responsibility with both community and administration for conducting staff development programs on both the county and single school levels.

THE PLAN EXPERIENCE: SECTION II

THIS SECTION DEALS WITH THE PROBLEMS A SINGLE SCHOOL STAFF EXPERIENCED IN IMPLEMENTING AND CONDUCTING AN ELEMENTARY "PLANNED LEARNING ACCORDING TO NEEDS" PROGRAM (PLAN) IN COLLABORATION WITH THE WESTINGHOUSE LEARNING CORPORATION AT A SINGLE SCHOOL SITE. THE PROGRAM IS MOST OFTEN CITED AS HAVING BEEN A FAILURE.

P.L.A.N. , a computerized individual instruction program, was selected by the Arlington School Board as a model for a rather thorough application of technology to the problems of individualized instruction and the project was intended to lead other local schools into this direction or approach to individualized learning. Three schools were considered for the initial project, but only one school, Glebe Elementary, was finally selected. The project was conducted in contractural collaboration with the Westinghouse Learning Corporation who installed a computer terminal at the school and provided extensive materials for the program. The corporation also provided a system of teacher and administrative staff development for implementing and administering P.L.A.N. and consultants paid monthly visits as part of the packaged program. An evaluation of preliminary findings, conducted by the University of Maryland in 1972 is in Appendix #2 along with a more complete description of the program.

The circumstances under which the program was implemented at Glebe were difficult. The program was introduced in the same year that the school opened as a new open space facility to accomodate the consolidation of three smaller closed spaced elementary schools. There was no planned established cohesive faculty decision making structure or effective consolidated community organizing prior to the opening of the school. Some voluntary P.L.A.N. inservice was offered prior to the school opening and this was followed up by several days of paid inservice in the summer. Not all members of the new faculty attended these programs.

The computerized teaching and learning program has basically been promoted by a small group consisting of several central administrators, the new principal, and a small core of staff members who had visited the sites of several successful P.L.A.N. programs. The School Board gave its support to the program by approving funding of collaborative costs and reinforcement materials to augment supplies provided by the Westinghouse Corporation.

The P.L.A.N. program lasted for five years and was most active in the school years between 1970-1973. The last two years were basically a phase-out period, during which time yet another principal used a carefully organized inservice approach to restore a more basic curriculum and educational approach. Two persons who offered suggestions as to why P.L.A.N. failed feel that it was a solid educational program that could have worked under different circumstances. In fact, one veteran educator involved in the program described it as the "most fantastic program" ever experienced. The following factors seem to have undermined P.L.A.N. or created the problems that eventually resulted in phasing-out the experiment.

First Year in a New Consolidated School

P.L.A.N. was implemented in the same year that Glebe opened as a new open space school. The students and teachers were accustomed to a closed graded school structure and individual teacher approaches to instruction. The new school was a five member team teaching situation with a highly individualized student approach to a K-12 oriented program. There was no school furniture or P.L.A.N. supplies on hand at the opening of the school year and students had to take their required state testing without benefit of desks. The principal responsible for implementing P.L.A.N. left in the summer before it began to take a position with the Peace Corps and a replacement principal who had little to do with the special project planning or with faculty selection was in charge of all new implementations facing the school staff.

Staffing and Staff Development Problems

The teaching staff that initiated the P.L.A.N. program was a cross section of some of the staffs from the three closing schools. Some new first year teachers and highly transient members of the system were also part of the new staff with a new principal in a new school with a new program. The motives of the individual staff members' involvement were mixed and some were very appprehensive. One staff member described the staff relations as "bad chemistry". As mentioned earlier, there had been some initial inservice training attempts but these lacked incentives for proper levels of participation.

The management and planning of the implementation of P.L.A.N. failed to include adequate mandatory inservice training for a program that all teachers had to work with. There was little teacher involvement in the decision making processes in the early planning stages of the program. P.L.A.N might have been used as a catalyst for cementing the three school staffs into one, instead it became a divisive factor.

Community and Parent Support

It was difficult to get three established school communities to work together for the opening needs of a new school, much less for an often frightening new technological approach to learning. The three communities varied differently in social and economic make-up as well as racial composition. The new school was to be approximately 25% or more black and included families who ranged from very affluent to welfare cases. On top of this new situation, some parents were computer shy, fearful of the open space school and technology, and openly expressed their displeasure with the location of the new school. Several parents placed their children in private schools and others may have been encouraged to complain about P.L.A.N. by teachers who openly expressed displeasure with the program.

Mixed Administrative and Political Support

The changing of principals prior to the opening of the school was one major administrative problem. One of the chief advocates of the program in central administration also left during the first years of the program. There was tight budgeting in the later years of P.L.A.N. and the program's failure and problems were probably justifications for withholding funding. One P.L.A.N. member feels that upper administration had little understanding of the project and that P.L.A.N.'s failure was a self-fulfilling prophecy for some who did not support the original concept. The project was most often described as a "sinking ship" which no one wanted to come near. The collaborative effort with the Westinghouse Learning Corporation was also based on an assumption that the school system was a highly sophisticated organization capable of managing the computerized learning project. Many feel that the corporation personnel could have offered more assistance in the management and staff development areas, especially after the initial problems with the program were evident.

Other Problems

- The media center which was formed after consolidation of the three merging schools' libraries was not equipped to service the new technologically oriented program. The books and equipment were still in cartons when the project began and there was no shelving. The software and supplemental materials necessary to augment the program were not available and the media specialist like the teaching and clerical staff was also adapting to a totally new situation. Here again, some forms of staff development or training for the supportive services would have been very useful along with overall project coordination and careful attention to details and long-range planning for supply considerations.

- As the program progressed from year to year, there was some teacher turnover that set the program back. this added to the instability of the staff and it was too much too fast for the new staff members. Had staff members who joined the project in the second and third years received some intensive forms of inservice, they might have given the program some fresh blood and new hope.

- The University of Marvland conducted an audit of the program in 1972. The evaluation which compared the PLAN program with three other **system** schools showed that Glebe's students were "performing significantly below the students in the other schools" in certain grade levels and in certain subject areas. The audit also reflected considerable parental concern about the academic progress of the children in the school. Teachers were shown to be either under using the computer or over using the computer, and the general evaluation was that the Westinghouse Learning Corporation was not meeting its program obligations.

THE PHASE OUT AND STAFF DEVELOPMENT

The PLAN program which never experienced a phase-in period, began a two year phase-out period in the 1973-75 school years under another new principal. This new principal used a low-key approach to the phasing out process which required some structural reorganization of the administrative and staff roles , introduction of new texts, and the development of new curriculum and methodologies. There were many group and individual staff development activities which were designed to ease out of the three year program and to develop a more standard and basic approach to the students' needs.

A new basal reading series was introduced under the direction of the publisher and reading teachers. Formal and informal inservice accompanied this process. The Reading Improvement Program (RIP) followed the textbook adoption process the following year and included a number of workshops including learning center and materials workshops. The staff also elected to participate as a model school in the state funded Teaching in the Affective Domain program for values teaching and human relations activities involving further staff development. A self-study in 1975-76 proved to be an invaluable inservice activity that allowed the school to take stock , develop a sense of unity, and to evaluate their new direction and goals.

New staff members during the first two phase out years tended to be young and positive thinking teachers who had not experienced the computerized individualized teaching program. Classroom management activities were conducted for both team and individual teachers and an effort was made to have the teachers become the decision makers in the transition period. The curriculum specialists and other central administrators cooperated in the readjustment and the faculty participated in many region and county sponsored inservice activities. Team leaders held Wednesday afternoon meetings to work out new control procedures and to develop programs. Much of this emphasis was on classroom and school management. In addition, teachers had many one-to-one inservice sessions with Title I, Music, Art and other support personnel. Media Center personnel also conducted inservice for teaching teams and committees were formed to work on coordinating K-6 curricula in a variety of subject areas. Custodians and secretarial personnel were included in the readjustment process and school aides were trained to assist teachers in different ways than were required in the P.L.A.N. program. A strong parent-school relationship emerged and volunteers trained to assist in the media center, classroom and clinic. There is now a strong PTA leadership, and the new principal states that parents "now feel a part of the school community." The county gave support to the transition by providing extra funding for the necessary activities.

The new principal stressed professionalism among the teachers and has a "lay it on the line" policy of working with and among the staff to achieve mutually established school goals. The Staff Development Committee decided to put an inservice emphasis on management problems last year and to concentrate on subject oriented forms of inservice in the 1976-77 school year.

A look back at Planned Learning According to Needs program suggests problems existed in the following areas:

- the role of the principal and effect of three principals in four years
- inadequate teacher inservice training
- limited teachers' role in the initial decision making process
- overload of transition and new program all at the same time
- inadequate community support
- lack of teacher commitment
- inadequate amount of time for planning and inservice
- mixed motives and reaction to the program

It is ironic that several of those who were involved in the Planned Learning According to Needs experience describe the program as "the most fantastic program" they have ever known or as "beautiful." Several have stated that they miss the program and have continued to use many of its materials in lessons today.

An interesting comparison can be made between what took place at the Glebe Elementary School and the Long Branch Elementary School during the opening process. In both cases, smaller schools with closed classrooms consolidated into a single new open space facility. The Glebe transition experience involved very limited efforts to merge the three communities and three teaching staffs. The Long Branch transition began a year in advance and resulted in a tightly-knit staff which works effectively together in an intra-committee structure which was designed along with the building. The transitional principal of Long Branch had closely analyzed the problems faced by the Glebe staff and worked hard to avoid a similar situation. Extensive staff development, human relations, curriculum work, and community public relations preceded the opening of the new Long Branch School. More information about this transition is in Appendix #20 and Modules #13 to 21 describe many of the schools' programs and committee activities. The hypothetical Teacher Corps Training Complex model in Part III was based on the Long Branch organization and seeks to address and solve many of the problems exhibited during the P.L.A.N. experience at Glebe Elementary.

SECTION III PROBLEMS

THIS SECTION DESCRIBES SOME OF THE PROBLEMS ENCOUNTERED IN PLANNING AND IMPLEMENTING A TEACHER CORPS PROJECT IN ONE ELEMENTARY SCHOOL.

Approach to Project Development and Implementation

Perhaps it is trite at this point to state that implementing a new project is difficult and the path from an idea to successful implementation is an uncertain one. Still, there are those who accept a model of change that underestimates the difficulties involved. Often referred to as the "research, development and dissemination" model (R.D. and D.) or the linear model of change, this model tends to emphasize research and development as the crucial and difficult steps. From this perspective, the user of the developed idea is considered a passive consumer whose major decision is whether to adopt the idea or not. Once adopted, proponents of this model tend to assume that the idea is almost self-implementing.

In recent years, this model has been challenged from a variety of sources - educational researchers, political scientists, organizational theorists, and school staff. Different models of change have been offered that have spawned a different set of images - "user perspectives", "mutual adaptation", "organized anarchy". These approaches tend to agree that, contrary to the assumptions of the R.D. and D. model, changes in education are characterized by the following:

- the treatment, change, or innovation is incompletely specified
- the outcomes are uncertain
- the implementers may change relatively quickly
- the implementers are active change agents (or resisters of change), not passive consumers
- the relationship of the innovation objectives to overall organizational objectives may be unclear.

These assumptions lead to an emphasis on the processes of implementation at the crucial ones in educational change.

These ideas seem to be common-sensical to people involved with introducing change into an organization. They would not need repeating except for the fact that many influential people including researchers, policy-makers, and policy-implementers still believe that educational change is relatively easy once a decision is made to implement an idea and sufficient money is made available. The first major problem is to convince these people that it just isn't so. Change is difficult and some change is more difficult than others. We began our project with this perspective and tried to anticipate the problems which had to be solved in order to give the project a reasonable chance to succeed.

INITIATION OF THE PROJECT

School System Support

Many federal grants are a result of an "opportunistic search for funds". In its most extreme form, good sources for money are searched out with little or no regard for the program idea involved or the support for the program idea. Occasionally, programs initiated through such a process are successful and have long-run positive effects on the school system. However, in general, this is not a wise path to take.

Our Teacher Corps project began with a concern that the needs of students with limited English-speaking ability were not being met adequately. Through many discussions, the Superintendent, School Board, and many staff persons supported efforts to improve the instruction for these students. A general conception of a bi-lingual/multi-cultural program suitable for Arlington's specific needs was developed and incorporated in a number of position statements and at least one proposal.

We had a general concept of a program to meet a priority need. Thus, when the Teacher Corps announcement for a grants competition was published, we were ready. We compared our idea with the requirement of Teacher Corps and found the fit to be satisfactory. A Teacher Corps project would enable us to conduct inservice education, develop a model instructional program, and recruit potential bi-lingual teachers. The focus on one school would concentrate resources but would not meet the system's need fully. A Teacher Corps project, then, would be an important part, but only a part, of what the system needed to do.

The Superintendent, who had worked with the Teacher Corps program previously, was strongly supportive. He participated in the drafting of the pre-application concept paper although the major writing responsibility belonged to another staff person. The draft of the concept paper was reviewed by some central staff people but no school-based staff. Ideally, many more staff would have been involved in the process at this stage. But the short time deadline and lack of complete previous preparation made wide involvement at this point difficult.

Characteristics of Our Project

Different projects have different characteristics that should influence the development and implementation of the projects. Projects may differ on degree of explicitness, complexity, and nature and amount of change required of staff. Generally, a project that is very complex, is not very explicit, and requires a large amount of change is more difficult to implement successfully than one that is simpler, more explicit, and less distant from the usual mode of operation. One's strategy of change, then, should be heavily dependent on the characteristics of the project.

The field of bilingual education is relatively undeveloped, compared with reading or computational skills. Even within the field, most work has been done in Spanish with single nationality groups, e.g., Puerto Ricans, Cubans or Chicanos. In Arlington, the Spanish population comes from every country in Latin America and two other large language groups, Korean and Vietnamese, exist as part of a general student enrollment that includes students from over seventy language groups. For our student groupings, then, we assumed that only a small portion of the previously developed materials would be applicable. We would have to develop most of what we needed. Therefore, we could not be very explicit in specifying the change we envisioned. We could cite the theory of bilingual education, some previous work, and the objectives we wanted students to reach. But beyond a list of tentative strategies we could not specify the instructional changes we wanted to implement. A change strategy for this idea had to be different than one to implement SRA reading kits, for example.

Introduction of bilingual education also involves very complex changes. First, the entire curriculum is involved. How to teach reading, language arts, math, art, music, etc., to non-English speaking students are all major issues. Second, the organization of the school, each classroom and each student's day are issues. Again, compare this with the introduction of SRA reading kits. In this case, only one subject is affected and the change could easily be compartmentalized so as not to affect other parts of the instructional program.

The bilingual education project, as we envisioned it, would involve charges in the behavior of all or nearly all of the teachers in the school and relatively dramatic changes in the behavior of each teacher. One or more new languages would be involved, as would new curricula, new diagnostic measures, new bilingual staff, more non-English speaking parents. Teachers would have to learn to use staff who speak other languages in their classes, to infuse multi-cultural perspectives into their instruction, to learn more about other cultures and intercultural communication.

Because our project idea was not very explicit, was quite complex, and involved a wide variety of changes in teacher behavior, we anticipated many problems in implementation. Committed in general to-be user perspective, we realized that because of the characteristics of the project we had to have even greater user participation and commitment in order to overcome the anticipated anxieties, tensions, conflicts, and problems.

Proposal Development

Many decisions concerning the shape of the project are made during the development of the proposal. If the implementers of a project are not involved in the development of the proposal serious problems are likely to result. Ideally, the proposal writing process would involve all major actors who would participate to a degree that they all contribute, understand the project objectives and design, reach a consensus, and are committed to implementing the project. There are many alternative ways of achieving these aims. The choice of one depends on personal style of the major actors past practice in the organization, time priorities of individuals, and other factors. All alternatives have one thing in common - planning must begin early and all participants must commit the time. Both of these "musts" are difficult to achieve in a school system where day-to-day activities demand most of each person's attention.

As we developed the proposal, we were aware of one researcher's typology for participation:

- timing of participation: at the planning stage, at the adoption stage, and/or at the implementation stage

- scope of participation: the range of issues on which participation is allowed

- degree of participation: as acceptors of others' ideas, as advisors, as co-deciders

- density of participation: all staff, representatives of various groups

As described earlier we did not approach potential participants with a blank slate. We had a general idea - bilingual/multicultural education and asked people to help develop it. We could have asked schools to develop their own idea for a potential Teacher Corps project and selected one to develop further. We did not choose this path. So the scope of participation was delimited somewhat.

During the proposal development process, twenty persons participated. The central staff person selected, with the approval of the Superintendent, a cooperating university, and a nearby non-profit organization with expertise in bilingual education to participate. The two key persons from the university and three staff persons from the non-profit corporation participated extensively in the proposal development. The Superintendent and three of his top staff, four teachers with specific expertise, the principals of three possible participating schools, three Spanish speaking community representatives, and the director of the teachers' association also participated in the process. We did not involve the total staff of any one school. We did not feel that we had the time to select a school and work with it in developing the proposal. While this course of action is understandable, we did create the problem of generating informed support in the project school that we had to face during the adoption and early implementation stages (discussed later).

However, all persons who chose to participate had the opportunity to shape the contents of the proposal. Within the field of bilingual education all issues were open ones. The proposal developed through a series of meetings. The concept paper served as the basis for the initial discussion. One staff person took the responsibility for writing a proposal draft with assistance on specific sections. The first draft was reviewed by the group and a second draft written. That was circulated and reviewed and a final proposal was written based on the discussion and written comments.

The problem with the proposal as submitted was that the understanding of the contents, and therefore, the degree of informed commitment to the proposal was uneven. The amount of time and energy devoted to the process varied from person to person. Perhaps the fault lay primarily with the style of the primary proposal writer. Perhaps the reason was lack of confidence that the proposal would be funded. Perhaps other priorities captured the attention of some participants. Although we cannot say exactly why participation was uneven, we can say that the results were some misunderstandings and some failure to anticipate potential problems.

Many of these misunderstandings and problems involved school system university relations. Arlington and the university did not have a long-standing working relationship prior to this project. The principal participants from both sides did not know each other well. Even though the relationships were good and communication easy, many issues were overlooked. A major reason was that neither party knew much about the other's organization - its priorities, organizational realities, standard operating procedures, specific requirements, etc. Another possible reason was that it was easier to cover potential problems with generalities and to ignore some possible problems because of a desire to submit a fundable proposal. For whatever reasons, some nagging, though not catastrophies, problems arose. Some examples are:

- We did not analyze the difficulty of having an intern who was educated in another country complete requirements for Virginia certification and requirements for an MAT in bilingual/multi-cultural education in two years.

- The role of the on-site university coordinator was ambiguous.

- The degree of flexibility the university had to offer for a variety of inservice activities was ambiguous.

- The effort to put oneself in the others' shoes and try to see the issues from that perspective was not made sufficiently. For instance, the school staff did not understand the structure of the university and the difficulties of developing an inservice program with a practical, experiential base at the school site.

Proposal Content

Besides being a document submitted to a funding source, the proposal also establishes the initial direction of a project. We considered the proposal as an initial plan of action and tried to anticipate as many problems as possible.

University-School System Relationships: A problem with many Teacher Corps projects, as well as other collaboration efforts, has been conflict between the university and the school system. Much of this conflict is inevitable when two organizations and staff with different interests try to cooperate. But the chance of a cooperative relationship developing is increased if the authority and role relationships are defined clearly.

When the primary purpose of Teacher Corps projects was the pre-service education of interns, it made sense for the university to be the dominant partner. Meeting the needs of the participating school program, school staff, and school system were fine, but only as related side effects of good preparation for interns and the development of teacher education programs at the university. However, with the shift of emphasis from pre-service to inservice education, the school system should emerge as the dominant partner. With this emphasis, the school is no longer a setting in which transient interns become prepared to be good teachers elsewhere. Instead, the school is seeking, as a unit, to improve its program and staff capabilities for the foreseeable future. The school system, also, if it is wise, is seeking to transfer the effects of the project to other schools and other staff. In this situation the school and school system have a greater stake in the outcome of the project and should be the dominant partner in determining the project activities. In developing an inservice rather than a pre-service program, a university must seek more to serve the school system and staff that are involved in the program. More than pre-service programs, the university must adapt its methods to meet the unique needs of staff in different situations. For the university to develop effective inservice programs in the Teacher Corps model, this different orientation must exist.

In terms of practical consequences, the project director should be a school system employee, not a university staff person and selected according to school system procedures. The university should be involved in the selection, but should not dictate the selection or have a veto power over the selection. As the project is implemented, the university should participate in all decision-making bodies, but its authority should vary. On some issues, for instance, those that involve the structure, content, and staffing of experiences that will receive university credit, the university must have final authority. But on most issues its voice should be only one among many. Throughout, it is desirable if decisions can be reached by consensus. This discussion is designed to state a hierarchy of final authority, if such is needed.

The discussion is also meant to create an image of the university as primarily a servant to the school system in Teacher Corps single site, inservice programs. The project staff from the university must establish its credibility in the school by meeting school-based needs before it can effectively use its resources to influence the direction of the inservice program. In order to serve well, it must go out of its way to understand how the school and school system operates and how it can best work within this system to help it improve itself.

Principal-Project Director Relationship: In a Teacher Corps project, three groups (university, school staff, project staff) and to a degree a fourth group (community) must interrelate on a very small "turf" - one school. Furthermore, traditionally one group, the school staff, has controlled this "turf". To establish a cooperative working relationship among these groups is difficult under the best of circumstances. Probably the most important relationship is that between the school principal and the project director. The principal is the overall authority of activities within the school. The project is an activity in the school; therefore, ultimately the principal is responsible for the activities of the project. At the same time, the project is established as a change agent in the school and the project director is the major change agent. If the principal becomes a defender of the status quo, and the project director becomes an aggressive, combative change agent, disaster results. For a project to succeed, the principal and the project director must work hand-in-hand. Decisions should be by consensus if possible. But, just as the university must serve the school system, the project must take a servant stance toward the school. The project will come and go, but the school staff will remain. This means that the project director must take more of the responsibility to meet the principal "halfway", than the principal. The project must start where the principal and the staff are.

Originally, we proposed that the principal and project director be one and the same person and an associate project director be hired. In our situation, such an arrangement would have worked, but the Teacher Corps disapproved the idea. As an alternative we proposed that the principal participate in the selection of the project director and in effect have a veto power over the selection. This was proposed to increase the commitment the principal had to the project and to assure as much as possible that the principal and the project director could work together.

Project Staff-School Staff Relationship: For the project staff, the implementation of the project is a full-time job. But the project staff must realize that the full-time job of the school staff is to teach the students within the established instructional program. If the project staff expects the school staff to commit the same time, energy, and thought to the project as they do, problems will result. The project must be paced to involve the school staff gradually and in ways that make sense to the school staff. The school staff must be involved deeply in the assessment of their needs and the design of activities to meet these needs. Especially in the early days of the project, the project staff should involve itself in some of the daily school activities. In this way, staff persons can gain credibility as effective teachers and also provide services in exchange for the extra work they will ask of the school staff. Like the project director, the project staff must know how the school operates and the people who make it operate, before they have a basis to seek to change things.

Information, discussion, persuasion, service, incentives, and collegial relations are the basis on which the project staff can involve the school staff in project activities. Project staff attitudes of superiority or bearers of TRUTH are easily perceived by the school staff and damaging to the project.

Inservice Activities: Gone are the days (if they ever existed) that a university could be content in offering an inservice program that consisted only of regular credit courses held at the university. To be effective in promoting improvement in staff skills and the instructional program in one school site, our proposal affirmed the belief that the university must base its inservice activities at the school. By being located at the school, the inservice program is more likely to have the following necessary characteristics:

Practicality

Teachers respond better to activities that can be easily translated into teaching behavior. Theory and general structure is necessary to prevent activities from being trivial or goal-less, but the core of inservice activities should consist of down-to-earth lessons.

Experience-based

Teachers should participate (create materials, analyze tests, etc.) and draw on real-life school experiences. Using the school as a source of activities is a good way to make inservice practical.

Flexible Time and Structure

If inservice is conducted at the school, a variety of times and structures are possible in addition to the once or twice weekly after school course. The following are examples: demonstration lessons in actual classes, small groups of teachers working on a specific task (e.g., developing a diagnostic test for English proficiency), informal discussions over lunch, formal discussions in meetings, observation in different classrooms, experiences in and with the community, short-term, non-credit workshops.

Local Staff Leadership

Skilled local staff often make the best instructors because they know the realities, are colleagues with the school staff, and have credibility.

Blurred Roles

By operating on the turf of the school staff, the teacher - student roles are likely to be blurred. The school staff would have more opportunity to teach the instructors of the inservice program. All staff would be on better ground to act as colleagues or peers. School staff are more likely to be used as leaders of inservice activities. Community members are more likely to participate in both learner and leadership roles.

School Staff Involvement in Decision-Making

The school staff for whom inservice activities are planned should be involved in the planning of those activities if the activities are to have a chance for success. This involvement should be pervasive. School staff should be co-deciders at every stage of planning. In the proposal, the school staff is heavily involved in the needs assessment and the program plans based on the needs assessment.

Integration of Various Components Within the School: The tendency in many past Teacher Corps projects has been for the various components (school staff, project staff, interns, university, etc.) to either be in conflict with one another or be isolated from one another. Either behavior has bad consequences for the project. As stated previously, some conflict is inevitable; but a project can do much to encourage cooperative relationships.

Representatives of each component should be on the policy-making body for the project.

All new staff should be oriented to listen, observe, and understand the existing operation before they seek to change it. If a person (project staff, intern, etc.) comes on too strongly too early, unnecessary conflict is likely to result. In some past projects, interns have quickly alienated the staff for this reason.

School staff should understand that interns, community workers, and project staff are not their property, are not in the school solely to carry some of the existing load; and that interns are something more than student teachers.

On the other hand, project staff, interns, and community workers should be sensitive to serving some of the day-to-day needs of the school staff. As part of their work, they can tutor students, meet with parents, help in assembling programs, gather needed instructional resources, etc.

Interns, school staff, community workers, and project staff can participate as peers in many activities. For instance, interns and school staff should be involved in many of the same inservice activities. In some activities members of two or more of the above mentioned groups could share the leadership.

Pre-Planning and Continuous Planning: The project should have sufficient time before it begins to hire and orient staff, establish a working group, and develop the initial plans for the project. In our proposal, we suggested that the project develop a detailed initial plan of action to accomplish two purposes. First, a detailed plan would establish agreement on the initial direction of the project. Such a plan would contain specific objectives, tasks to accomplish the objectives, responsibilities, and a time line. Second, and perhaps more important, the process of developing a plan would enable the project staff to talk about the issues, listen to the opinions of others, and develop a working relationship. The intensive interaction could reveal substantive differences of opinion on the issues, contrasting approaches to problems and tasks, role relationships, and differences in personality. It is important that these aspects be confronted early and, if all goes well, a cohesive working unit will emerge.

The plan of action, then, will serve as the first map for the project. But it would be foolhardy to think that any plan is complete. The plan of action can serve as the formative evaluation design for the project. Regularly in established forms that include at least representatives of all groups, the actual accomplishments should be compared with the plan and the plan revised according to the more current view of reality. All persons at the school must feel that their concerns are important, their participation in the continuous on-line planning is valuable, and the project is responsive to new facts or realizations. The belief in mutual adaptation (the project changes the school, the school changes the project) over-time is vital.

Adoption of the Project

As the shape of the project proposal was becoming clearer the superintendent and his staff began the process of persuading a school to implement the project, if funded. Early in the process, two schools were identified as likely ones. Our belief was that the large majority of school staff must support the project for it to have a chance of success. Imposition of complex projects from the top down is doomed to failure if there is weak user support. Too many ways of not implementing a project are available to unwilling partners.

The first step was to gain the support of the principals. The principals are the gate keepers of change. A project may not succeed if a principal supports it but the project almost surely cannot succeed if the principal opposes it. Discussions with the principals resulted in sufficient support to go further.

Choosing one prospective school, the chief proposal writer participated in a series of meeting with the entire school staff. Copies of the draft proposal were left with the principal. After considering the proposal and discussing the issues, the staff eventually voted not to participate in the project because of other priorities.

At the second school, the same series of meetings were held with two changes. First, the principal asked one staff person to prepare a written summary of the proposal and discuss it with the staff. The good result, in this case, was that at least one school staff person understood the project and became an internal advocate for it. When enough discussion had taken place the principal asked each staff person to fill out a written preference. The choices ranged from opposition to the project, through periodic participation in project activities, to willingness to accept leadership responsibility in the project. Only one staff person opposed the project.

As mentioned earlier, it would have been better although more difficult if the school staff were more involved in the development of the proposal. As it was, it basically had two options - accept the proposal as is or reject it. While the support the project gained was sufficient to go ahead, the understanding of the project was less than desirable. Just as participation in the development of an initial plan of action clarifies the important aspects of the project for the project staff, participation in the proposal development could clarify the project for the school staff. Because their participation in the early stage was limited, the task of generating understanding and specific support was left to the implementation stage of the project.

PART III

PROCESSES AND STRUCTURES FOR SCHOOL-BASED CHANGE

A TEACHER CORPS

ELEMENTARY SCHOOL MODEL *

PRESERVICE/INSERVICE EDUCATION (PIE)

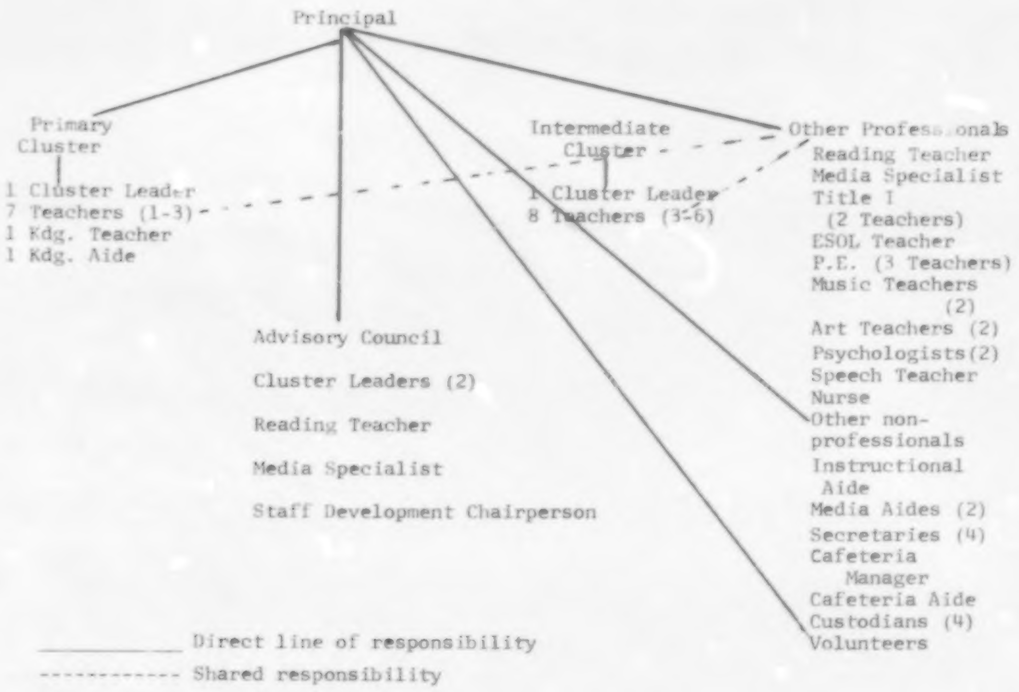
TRAINING COMPLEX FRAMEWORK

* Based on Long Branch Elementary School
Arlington, Virginia

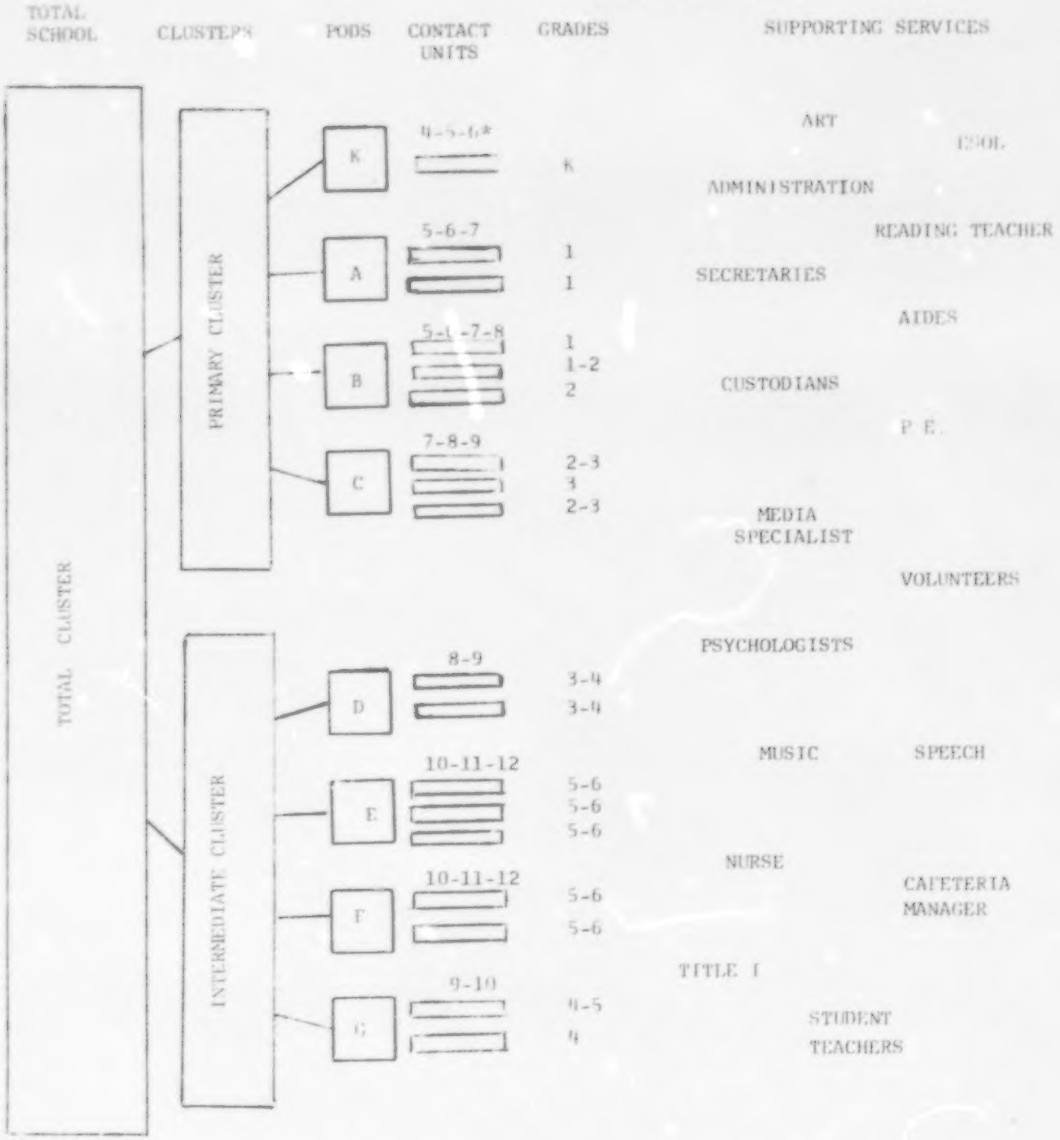
ORGANIZATIONAL CHART

LONG BRANCH SCHOOL

ADMINISTRATIVE STRUCTURE


Principal
Primary Cluster
1 Cluster Leader
7 Teachers (1-3)
1 Kdg. Teacher
1 Kdg. Aide
Intermediate Cluster
1 Cluster Leader
8 Teachers (3-6)
Advisory Council
Cluster Leaders (2)
Reading Teacher
Media Specialist
Staff Development Chairperson
Other Professionals
Reading Teacher
Media Specialist
Title I (2 Teachers)
ESOL Teacher
P.E. (3 Teachers)
Music Teachers (2)
Art Teachers (2)
Psychologists (2)
Speech Teacher
Nurse
Other non-professionals
Instructional Aide
Media Aides (2)
Secretaries (4)
Cafeteria Manager
Cafeteria Aide
Custodians (4)
Volunteers
Direct line of responsibility
Shared responsibility

ORGANIZATIONAL CHART
LONG BRANCH SCHOOL


TOTAL SCHOOL
CLUSTERS
PODS
CONTACT UNITS
GRADES
SUPPORTING SERVICES
TOTAL CLUSTER
PRIMARY CLUSTER
INTERMEDIATE CLUSTER
K
4-5-6*
K
A
5-6-7
1
1
B
5-6-7-8
1
1-2
2
C
7-8-9
2-3
3
2-3
D
8-9
3-4
3-4
E
10-11-12
5-6
5-6
5-6
F
10-11-12
5-6
5-6
G
9-10
4-5
4
ART
ESOL
ADMINISTRATION
READING TEACHER
SECRETARIES
AIDES
CUSTODIANS
P.E.
MEDIA SPECIALIST
VOLUNTEERS
PSYCHOLOGISTS
MUSIC
SPEECH
NURSE
CAFETERIA MANAGER
TITLE I
STUDENT TEACHERS

* Ages of Children

PRESERVICE/INSERVICE EDUCATION

OUTLINE

Teacher Corps Training Complex Framework

I Hypothetical School Characteristics 138

- organization staff
- demographic description
- staff development organization and activities
- ad hoc committee structure
- initial needs assessment to seek federal assistance

II Hypothetical Decision to Consider a Teacher Corps Project.142

A. Step I: Initial Needs Assessment 143

- School Needs
- Perceived Institution of Higher Education Needs
- Teacher Corps Project Needs
- Special Considerations

B. Step II: Brainstorming Questions for Proposal Planning 147

C. Step III: Total Staff Informal Planning Commitment. . .154

D. Step IV: Planning Committee 155

E, Step V: In-committee Planning Process. 156

F. Step VI:Initial Proposal Committee Meeting Outcome . . 160

III Hypothetical Proposed Structures and Activities 164

IV School/Community Steering Committee 171

V Hypothetical Use of Released Time Hours for Committee Planning. 172

TEACHER CORPS TRAINING COMPLEX FRAMEWORK

Needs Analysis addresses and shows need for:

- central site of localized delivery system
- more responsive system of a variety of training services
- coordination of diverse resources

Instructional Program is designed for developing:

- incentive for professional growth
- active training participation by teachers

Institutional Adoption is directed toward a formal commitment to maintaining:

- new configuration of program development resources
- systematic interaction between training complex and local institutions

Diagnostic and Prescriptive Teaching is performed through:

- teacher developed diagnostic or perscriptive materials
- materials and procedures that can be applied within the classroom

Collaborative Decision-Making revolves around:

- teacher participation
- nature of delivery services
- nature of training programs
- administration of training programs
- directions towards professional development

Management and Evaluation Plans focus upon and support:

- specified responsibilities of each institution to operation of training complex
- delineated staffing lines and responsibilities
- effectiveness of delivery systems as well as specific training program

MODEL ELEMENTARY SCHOOL

Hypothetical School Characteristics

"Model" Elementary School; a consolidated, open concept team-teaching, multi-aged, Title I school with a diverse school population of 500 students is planning for its fifth year of operation. The school has a total staff of 48 including 18 classroom teachers and 13 individuals who work as part-time aides or special teachers. Remaining staff members perform administrative, office, health, library, cafeteria, guidance or building supply and maintenance services, some on a part-time basis. Approximately 12 student teachers receive their field teaching experience at "Model" each year and approximately 45 volunteers average around 5 hours per week of service for the school for a total of 7,000 hours per year. Most staff members are tenured, near the top of the pay scale, and the majority have been at the school since it opened three and a half years ago.

"Model" Elementary School; part of a school system involving 25 other elementary schools, is located in a suburban metropolitan area which is rapidly changing to an urban community. Approximately 15% of the students are new each year to the school and many of these have English as their second language. Twenty percent of the students are considered Title I children and 40 to 50% of the students test at below grade level on standardized tests. At the other extreme are many students who perform near or at the top of achievement scales.

Students come from a wide variety of cultural, ethnic, economic, and educational backgrounds and over 31 dialects are represented in the student body. While many of the students come from families who have lived in the same neighborhood or own homes for several generations, others have lived in the area or country for only several months or years. Most live within a mile and a half of a new subway station under construction and 25% live in apartments.

Staff Development: Goals

Staff development needs and curriculum or program planning revolve around:

School Board Goals
- improving students' reading skills
- improving students' math skills
- improving human relations skills of students and staff
- improving students' thinking skills
- improving students' understanding of themselves and their world through humanities program

State or Federal mandates.

- a county required Annual School Plan adopted each year by the total school staff.
- teacher determined individual, pod, or cluster needs.
- parental and community concerns.

Budget cuts have reduced funded staff development and most of the inservice activities at the school are on a volunteer no-pay basis or are held within the time frame of a regular school day. A limited scholarship fund exists for teachers to take needed coursework for certification or special professional needs. Most of the staff members prefer to take care of their staff development needs on the school rather than on the county level, although 10 members serve on county staff development committees and serve as a link with county organizational trends, needs, and resources.

Staff Development: Process and Structure

Staff Development at Model Elementary is a continuous process and is seen as anything teachers or staff members can do or learn to increase their professional capabilities and competencies in and out of the classroom. The basic staff development philosophy is centered around the initials, "SPA",

- State where we want to go
- Plot a procedure for getting there and,
- Assess results of efforts.

The planning, decision-making, and implementation of school-based inservice or curriculum materials development for classroom use may originate or occur within a network of any of the following school ad hoc or special small and large groups:

- Monthly total staff development meetings
- Vertical Committees Curriculum
  - humanities
  - social sciences
  - math
  - reading/language arts
  - physical education
  - human relations
- School Building Committee
- Staff Development School Committee
- Team Meetings
- Pod Meetings
- Cluster meetings
- Curriculum contact teacher sponsored activities
- PTA committees
- Other

Staff Development: School Needs Assessment

The school staff has just completed a self- evaluation and is pleased with many of the results, especially with an increase in overall student math achievement after an intensive math continuum school project. However, self-constructive criticism as well as changing student, professional, and community needs indicates further staff development and curriculum planning is needed for the total staff to increase professional and school capabilities, competencies and concepts as well as to "update" the current school knowledge bank.

Some staff members are concerned with learning more about about the teaching of writing skills. S.A.T.'s are falling and rumor has it the school board is considering yet another goal. Others are interested in learning more about "Planning for the Future", a once a week half day total school program at Fort Future Elementary, a neighboring school with a similar diverse school population. Some teachers see goal overlap as a major school problem and communication has been cited over and over again as an area for improvement, both within the school and with the home and community. Many say they are weary of teaching in an atmosphere of crisis and are concerned with developing ways staff members can learn to anticipate classroom needs and educational trends on a long range basis as well as on short term notice. At the same time, staff members are assessing emerging needs, they realize that budget cuts have reduced supplies, including paper for a student written school wide newspaper as well as drastically reducing the number of funded classroom aides and other para-professionals. The student teacher program as it currently exists is phasing down and an announcement of county system reduction-in-force notices is pending.

Hypothetical Initial Decision (Staff) to consider planning and proposing a Teacher Corps School-Based Teacher Training Complex Project

At a School Staff Development Committee meeting, a member suggests that perhaps "Model" would qualify for and benefit from a Teacher Corps pre-service/inservice Teacher Corps Training Complex Project. School needs, IHE student teacher and intern program needs, and Teacher Corps needs seem to match. A two-member team is formed to make a preliminary needs assessment and to report results at the next school Staff Development Committee meeting.

STEP I

INITIAL NEEDS ASSESSMENT

School Inservice Needs

- To improve home-school communications
- To improve in-school communications
- To improve professional capabilities, management and decision-making skills within the "adhocratic" school organization
- To learn more about planning for and anticipating future needs both for students and for the profession
- To improve teaching of writing skills
- To improve personal and professional staff members writing skills
- To learn ways to coordinate overlapping activities to meet mandated as well as self-generated goals
- To improve the student teaching program and school capabilities as a field experience center.

Perceived
Institution of Higher Learning
Preservice Needs

- Practical experience in professional communication and decision-making skills
- Practical experience in diagnostic-prescriptive training
- Practical experience in curriculum materials development
- Practical experience in teaching methodologies and classroom management techniques
- Opportunities for learning professional communication, organizational and collaborative skills
- Opportunities for working with communities and homes
- Opportunities to develop professional knowledge and skills at a single school site within context of a single school's and system's needs

Perceived Teacher Corps Project Needs

- A project which demonstrates and evaluates a teacher "power" model . . . involvement of teachers in decision-making, increased professional benefits, status, and contributions
- A project based on school and community needs assessment
- Total staff involvement in instructional program
- A project which offers collaborative and decision-making opportunities for all participants
- A project which provides specific structure or plan for management and evaluation processes
- A project which can help to develop diagnostic-prescriptive procedures for both interns and school staff members
- A project which involves representatives of home and community in plans and implementation of project goals
- A project which aims for "incorporation" of goals and implementations after funding is withdrawn

Critical Special Needs Assessment

As a result of the recent 1976 Educational Amendments Act, extending the Higher Education Act of 1965, proposed Teacher Corps Project should address the following special concerns, needs and goals.

- To place as much emphasis on "retraining" or continuing the professional education of existing teachers and staff as on the training of new members entering the profession.

- To establish processes, procedures and strategies for active participation and involvement of all components of a school Teacher Corps project ... IHE, LEA, SEA, TC officials and to involve all participants in "power" sharing opportunities.

- To develop specific guidelines for project management and to isolate specific management functions, principles and strategies necessary to assimilate a two year, temporary project into a school activity without conflict.

- To increase project efficiency and effectiveness in communication, reporting procedures and evaluations.

- To develop ways of avoiding project-school overlap in goals, administrative, classroom and other service functions.

- To provide incentive in form of increased professional compensation and status for participation in continuing inservice education.

- To develop ways of avoiding project decay...that is a tendency for schools to change projects, rather than projects and federal assistance to change schools.

STEP II

ACTION AND BRAINSTORMING

After a report of the preliminary needs assessment at the next meeting of the total staff development school group, the staff informally agrees to explore the possibility of applying for Teacher Corps Project. The Media Specialist and staff members volunteer:

- to conduct a brainstorming session after school for interested staff members
- to compile a list of possible questions to consider if or when a Teacher Corps Project proposal planning and steering group is formed, and,
- to place copies of listed questions in each staff members' school mail box as a means of reporting
- to provide a tear-off sheet to help staff members comment or raise additional questions.

Six staff members participate in a one and a half hour meeting.

Hypothetical Questions for Proposal Planning

What is the present framework of our in-school inservice system?

What are the parts of our present single school inservice delivery system?

What is the level of participation by total staff members in the current system?

What are the present relationships between the parts of our single school system as related to inservice training?

What are the present relationships between the parts of our single school inservice system as related to county, state or federal inservice activities?

What do we see as school inservice needs or desirable staff development ideas for implementation which are presently prohibited by time or money?

What kinds of changes can we expect if a Teacher Corps Project is introduced into our school for two years?

How will we have to change the ways we operate?

Where would the Teacher Corps Center and office be located?

Can our school facility accommodate with ease anywhere from 10 to 20 additional staff members?

What supplies, additional equipment, support services would a Teacher Corps project staff need?

Would a Teacher Corps Project provide additional job opportunities for members of our local professional association?

In terms of dollars, how much can we expect to receive in school aid? How much will we have to spend in order to carry out proposal procedures?

How can we learn more about Teacher Corps criteria, project procedures, requirements, and legislation?

What is a Teacher Corps Training Complex?

What arrangements would we have to make with our professional organization? central administration? school board? state education board?

How would we choose an IHE? interns? What would be the role of the university in planning the school-based inservice activities?

What is the usual configuration of a Teacher Corps project staff?

In general, what are the usual functions of a Project Director, Program Development Specialist, Community Coordinator, University Coordinator, Intern Team Leader, Project secretary.

What incentives would a project need to offer staff members to meet the goal of total staff participation?

What incentive would a project need to offer community, system and other organizations to participate in project planning and inservice activities?

What incentive would the Teacher Corps have for accepting our proposal and choosing our school as a demonstration project site?

What special and/or representative talents, resources, needs, demonstration procedures, and expertise can we offer as a school to enable us to serve as a preservice teacher training center or complex?

How Could a Teacher Corps Project help our School to:

- meet present stated goals?
- close communication gaps?
- increase our efficiency in meeting overlapping goals of various school, county, state, and federal programs?
- reduce goal and energy overlap?
- strengthen our committee network decision-making process and procedure?
- increase our efficiency in planning and implementing specific staff development workshops, special projects and other staff learning activities?
- improve our training procedures for volunteers and aides?
- improve our use of volunteers?
- improve parent-teacher "team" approaches to student learning?
- improve our efforts to meet special and emerging needs of ESOL and mainstreamed students?

In what areas can we combine forces and resources and swap or juggle goals?

How can proposed project activities become non-threatening substitutes for established activities?

What specific help do students need in learning and development of writing skills? subject selection, choosing an audience, content, supporting examples for generalizations, forming logical sequences, increasing writing vocabulary, editing, re-writing skills, outlining or planning a design for writing, choosing words, details and sentence patterns, mechanics, proofreading and clarifying skills?

What specific help do teachers need in developing students writing skills? closing the gap between subjective-objective evaluation...one-to-one conferencing techniques...providing publishing opportunities for student writing ...helping students select or discover subjects...exposing students to both process and product methods of teaching writing, closing the gap between conformity, craft, and creativity...teaching writing throughout all content areas.

In what specific ways do staff members feel a need to update or improve their professional writing techniques and skills?

What does "planning for the future" mean?

Could a planning for the future child choice program with total student participation be introduced or incorporated into our school week without sacrificing our effectiveness in other programs?

Would a future oriented inservice project activity have an effect on students and how they view their world?

Would a future oriented inservice project activity or program affect how teachers view their world?

How much time do interns usually spend at the school site per day? How much time at the university?

In what ways can student teacher, intern and teacher coursework and materials development activities be coordinated? Which subjects or topics would appeal to all? which would meet special needs of interns?

What advance or special training would staff members need to have in order to assist interns in their preservice experience?

What kinds of inservice activities and IHE coursework are popular with our staff members? Would we want to consider a variety of approaches, options, including old standbys as well as "creative" workshops or inservice strategies?

When would most inservice/preservice activities take place? before, during, after school...summer or special county inservice days?

How can we solve the problems created when teachers leave their teaching stations in care of untrained substitutes for released school activities? How can we train substitutes? How can we relieve teacher concern?

What specific activities, classroom tasks or responsibilities and support services could a project staff, interns, or aides perform to help cluster, pod, or special teachers in the classrooms.

How could a proposal planning group for a Teacher Corps Training Complex Project involve students, Universities, parents, community representatives, professional organization officials, total staff members without requiring a major time or energy commitment and involvement?

How can we create a base and language for informed decision-making throughout the various groups and organizations affected by a potential project? How can we reach individuals?

How can we find out if those presently involved with school based staff development activities would be willing to cooperate with a Teacher Corps staff and to channel activities through that office?

How would we plan and conduct orientation activities to help both the old, the new and the combined systems be understood by all participants?

What can the school staff do to plan and hold initial and continuing hospitality activities and social get-togethers throughout the life of the project?

What specific activities or services could a project staff conduct to improve our overall school program, sense of unity through diversity, and organizational effectiveness?

How would evaluation take place? for the community, the students, the interns, the experienced teachers and staff members, the university, the instructional program development activities, the county...

What project activities and programs can be planned that we would like to see continued and incorporated into the school program after the project ends?

Assuming the staff agrees to explore Teacher Corps Project possibilities, how do we form and select an in-school proposal planning group?

How will a required School-Community Steering Committee proposal group be selected and formed?

STEP III

Hypothetical Total Staff Informal Planning Commitment

The media specialist distributes copies of the questions posed during the brainstorming session to all staff members. The chairperson of the total staff development group or the principal places the subject of whether or not to pursue the project proposal process on the agenda for the next total staff development meeting. The pre-announced agenda also contains a volunteer opportunity for five staff members to work on a pre-proposal committee on a pre-arranged released time basis. Up to 5 released days per member are offered to use any way the potential committee sees fit.

STEP IV

Hypothetical Planning Committee Formation and Configuration

The full staff agrees to explore project possibilities and raises additional questions, concerns, reservations. The Staff Development Chairperson appoints a committee representing the interests of:

- special support teachers
- Cluster I teachers and staff
- Cluster II teachers and staff
- Language Arts Vertical Committee
- Human Relations Committee and Administration

A time is set for the first meeting. The newly formed committee is asked to select a leader, determine plan of action, and to give a skeleton report of proposed activities and planning schedule at the next total staff development meeting. Staff members are encouraged to give informal suggestions to proposal planning group members and representatives.

The principal is asked to be an ex-officio member of the committee and is invited to attend all meetings and to share responsibilities for planning.

STEP V

Hypothetical Committee Proposal Planning Process

The five core members of the planning committee meet on released time for a half day planning session and choose a leader. They ask the following questions and make tentative decisions regarding roles, responsibilities and individual or committee goals and directions.

> We have 175 total released hours for the five of us to oversee and direct the Teacher Corps Project Proposal planning activity. How can we use these hours and our committee and community school resources to the best advantage?
>
> Who will be in charge of arranging and planning our overall committee work and decision-making schedule?
>
> Who will be responsible for necessary committee record keeping, and arrangements for meeting times, requests for funds or school support services?
>
> What forms of communication do we need to establish in-committee, in-school? Who will be responsible for sending out as well as receiving back information?
>
> What existing forms of communication can we use in-school, in-community?
>
> How will we go about answering questions raised in brainstorming sessions and at the recent total staff development meeting?
>
> How do we split responsibility for various questions and make recommendations as individuals with the assistance of the groups we represent before making final plans as a committee?

What additional information regarding school, system, or state governance and organization do we need to gather?

What additional information regarding Teacher Corps systems and procedures do we need to gather?

In what specific areas will we need the eventual advice or service of school or system experts? funding realities, budgeting procedures, ways to estimate budget line items, official format and forms required by the Teacher Corps, explanation of special Teacher Corps terms, hiring processes.

How can we find out minimum/maximum levels of funding? What percentage of funds is alloted to salaries and other fixed costs? What percentage can be discretionary?

Should we plan for any field trips or visitations to nearby Teacher Corps Schools or to schools with similar programs which might be a part of a proposed project?

How can we obtain a list of possible IHE collaborators?

How does the school select an IHE? through committee recommendation and consensus? through a process of elimination? through consensus with other school staff development groups?

Do we invite several representatives from various universitities to assess intern needs and to submit proposals for our consideration? How much time will this process involve?

What would be the best way to approach the university officials? by telephone, by letter?

Should we involve recent student teachers at this school in suggesting project activities?

How can we divide responsibilities within the group for:

- research, data collection, necessary information for informed decision-making?
- suggesting an overall project needs assessment procedure.
- establishing contact with representatives of school parent organizations, community organizations, county officials, university or other possible collaborators.
- management, administration, human relations recommendations.
- recording and collecting information in a central location for committee members' use.
- establishing or suggesting a decision-making process which will increase participation and involvement of all those who might be affected by a proposed project.

What committee activities will require:

- individual effort, decision-making?
- team effort, decision-making?
- consultation with other school staff members?
- collaborative decision-making?
- full committee discussion and decision-making?

How much time should we allow for:

- research, surveys, information?
- involving representatives of IHE, professional organizations, student teachers, total staff, parents, school and community parent organizations, system representatives, and school board members in the decision-making and consensus process?
- making final recommendations for formal consideration?
- compiling recommendations?
- writing or placing recommendations in format suitable for presentation to staff for formal consensus and commitment?
- production of resulting materials?

STEP VI

Initial Proposal Committee Meeting Outcome

Members:

- define committee roles, functions
- divide responsibilities
- determine means of communication
- plan for planning
- suggest tentative planning schedule, target dates
- set time for next meeting

Each committee member assumes responsibility for one of the following broad planning areas:

- needs assessment/information/incentives
- governance/organization
- collaboration
- decision-making/communication
- specific project activities, structures and tasks

Needs Assessment(Project)/Information

- location, supplies, procedural requirements
- suggested orientation activities
- incentives for Teacher Corps, Interns, and staff
- possible testing and other needs assessment coordination opportunities
- arrangement of tours to two schools, one with a Teacher Corps Project, the other with a planning for the future program
- fill in information gaps concerning Teacher Corps and other federal funding requirements or find out what will be the best sources of information; obtain copies of appropriate legislation, guidelines, or other publications or films

Governance/organization (School and Teacher Corps)

- examine current school staff development program
- determine areas where cooperation, coordination is possible, desirable
- explore effective ways to involve many people in what has to be done (management)
- make a list of stated school staff, county, state and federal goals under current mandate. In an adjacent column indicate who is currently responsible for necessary staff development for implementation

Collaboration

- Contact representative of area IHE consortium. State needs.

- Contact representatives of school and community parent organizations. State needs. Ask for expression of interest.

- Assess current volunteer program. Ask for suggestions on ways to improve (informal).

- Contact professional organization representatives; find out what information, action a proposal planning group should take or need to carry out for a formal proposal.

- Conduct informal survey of volunteer, aides or student teacher needs.

Decision-Making/Communication

- Suggest or plan a way for involving as many representatives as possible in the proposal planning procedure without requiring a large time commitment.

- Study steering committee requirements and suggest ways to improve or accommodate steering committee needs (provide needed information, space and time for meetings, support services).

- Be responsible for placing announcement of committee meetings and purpose of meetings in existing in-school publications.

- Analyze in-school communications media. Suggest ways to improve or ways a project could plug in.

- Investigate ways to use the media center for committee planning purposes as well as for a proposed project's purposes.

- Study and analyze home-school communications. Suggest ways to improve.

Collect specific suggestions for project proposal

- proposed school activities involving parents
- proposed activities involving interns
- proposed activities involving teachers
- workshop topics, and activities
- various or additional ways to conduct in-school workshops or other inservice activities
- ways to improve inservice activities
- ways a project could help to meet needs of students with special needs
- various ways school staff members could help initiate a project if proposal is accepted
- topics suitable for IHE coursework

Hypothetical List of Suggested Project Activities and Structures

COMMUNICATION

Supplement the school newspaper with additional funds, support personnel for production and supplies.
Use the school newspaper as a means of:

- encouraging student writing
- developing teacher and intern expertise in student writing conference techniques
- increasing communication with parents
- communicating classroom needs to parents

Publish a project newspaper featuring staff development news, calendars, and content summaries of project sponsored inservice/preservice activities. Invite interns, student teachers, and staff members to contribute articles or reports concerning overall project goals.

Send copies to professional or paraprofessional associates in the school, community and the Teacher Corps "community".

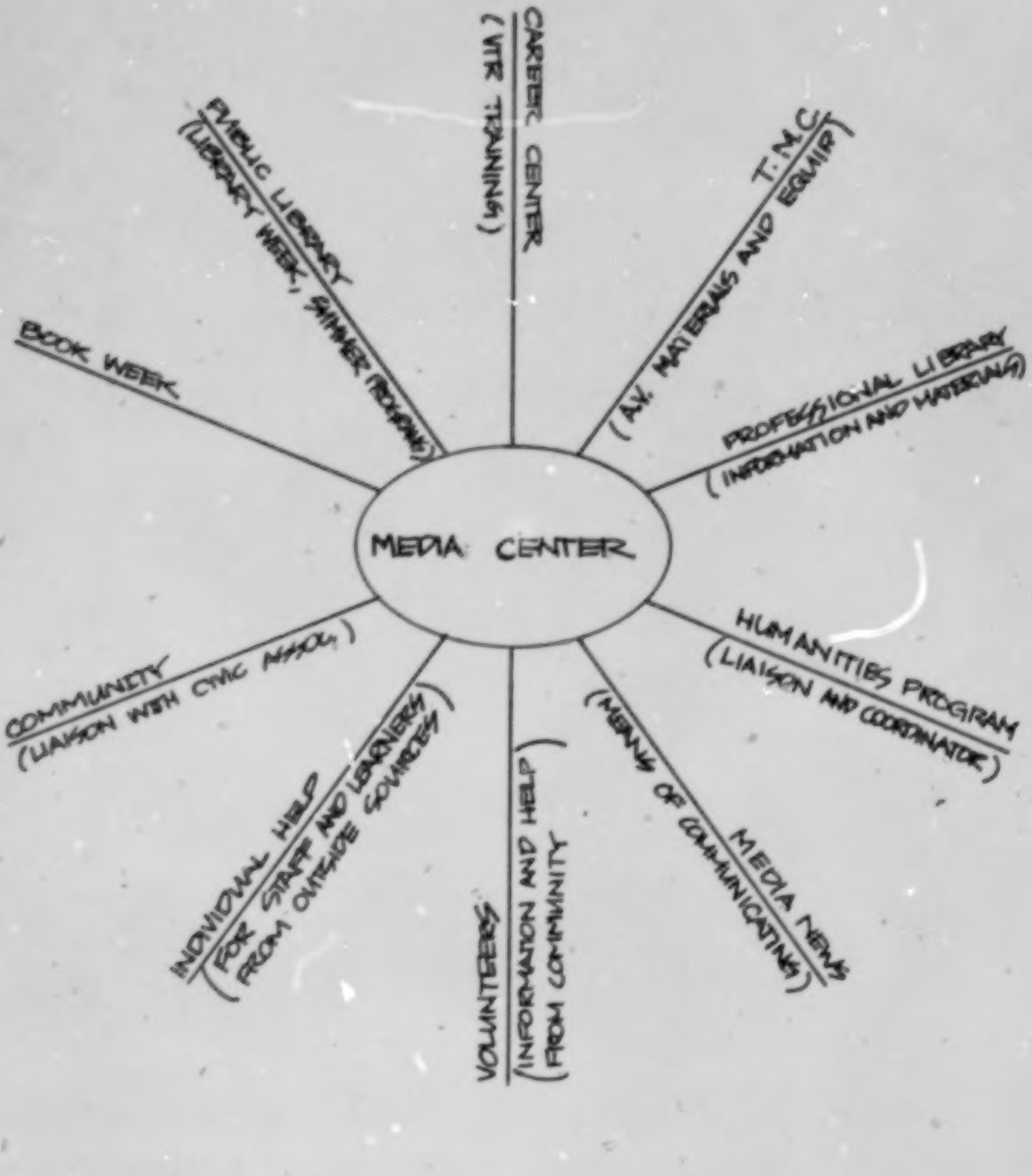
Use the project newspaper as part of the orientation activities to introduce project staff members, key school staff members and interns....this would augment not substitute for orientation social activites.

PROJECT STAFF/SCHOOL PLANNING

Design an IHE management or leadership course featuring basic management and leadership theories and principles for project staff and key school personnel.
Goals: to develop specific plans and procedures for merging two systems to form one temporary system. Use specific materials developed to implement the Teacher Corps Project. Arrange professional credit for participants.

PROJECT LOCATION

- Choose an area in the media center for project use.
- Choose an area for office space for independent use of project staff.
- Plan to coordinate media center and project activities.


MEDIA CENTER
CAREER CENTER
(VTR TRAINING)
T.M.C
(A.V. MATERIALS AND EQUIP)
PROFESSIONAL LIBRARY
(INFORMATION AND MATERIALS)
HUMANITIES PROGRAM
(LIAISON AND COORDINATOR)
MEDIA NEWS
(MEANS OF COMMUNICATING)
VOLUNTEERS
(INFORMATION AND HELP FROM COMMUNITY)
INDIVIDUAL HELP
(FOR STAFF AND LEARNERS FROM OUTSIDE SOURCES)
COMMUNITY
(LIAISON WITH CIVIC ASSOC.)
BOOK WEEK
PUBLIC LIBRARY
(LIBRARY WEEK, SUMMER PROGRAMS)

TOTAL SCHOOL AND PROJECT NEEDS ASSESSMENT ACTIVITIES

Inservice Day

During the fall of the first project year, hold a total staff inservice day on scheduled county staff development day, centered around "Goals in Education". Consider the new syncon format where participants start off the day discussing a theme or problem in small groups. Throughout the day, the "walls" slowly come down. The group comes together at the end of the day with a composite list of specific suggested "solutions". Possible themes...writing, future, organization leadership.

Writing Skills Assessment

Make the writing skills needs assessment an all out effort of interns, project staff, total school staff, collaborators, and volunteers.

- encourage student writing wherever possible in an non-threatening atmosphere

- collect ungraded student written papers in a folder containing five or more writing samples

- use combined talents and skills of IHE, interns, teachers, SEA or county specialists, aides, volunteers and project staff to analyze each child's writing and to list areas of individual strength and weakness

- work with children on an individual basis to help develop additional writing skills and concepts.

INCENTIVES

In addition to released time, IHE coursework credit, and extra pay or other planned incentives, devise a way teachers or other staff members can receive one or two hours of college credit for participating in a set number of normally non-credit or volunteer project inservice or curriculum development activities.

WORKSHOPS ON RELEASED TIME, NON-CREDIT, VOLUNTEER OR EXTRA PAY BASIS

TOPIC: How to Substitute/How to prepare for a Substitute

Goal: Develop a set of school related guidelines for school staff and substitutes

Participants: Interns, teachers, substitutes

TOPIC: Ways to enlist and use volunteers

Goal: Develop a set of guidelines or suggestions for staff and volunteer use

Participants: Volunteers, interns, teachers

TOPIC: Ways to involve members of the community in special school programs (Child Choice)

Goal: Resource list for possible "Planning for the Future" school program

Participants: Teachers, staff, interns, community

TOPIC: Introduction to Future Methods and Studies

Goal: Information and awareness of future planning concepts

Participants: All interested members of the community and school

TOPIC: Parent-Teacher Team Teaching

Goal: Set of guidelines or suggestions for distribution to all staff members and parents

Participants: Parents, staff members, interns

ON-SITE IHE COURSEWORK FOR INTERNS AND STAFF
(one, two, or three hour credit arrangements)
(weekend, summer, or after school timing)

TOPIC: Techniques for Teachers Teaching Teachers

Goal: Training sessions for teachers to work with and assist interns

TOPIC: Teaching of Writing in the Elementary School

Goal: Participants develop own writing skills, classroom activities and materials, examine possible textbooks, and learn both process and product methods of teaching writing

TOPIC: Meeting Special Needs

Goal: To learn ways of meeting or anticipating needs of mainstreaming, ESOL or gifted and talented students

TOPIC: Goals, Writing and Skills

Goal: Develop ways of using writing to reinforce other basic skills of math, reading, human relations, thinking. Show how humanities and writing are related to School Board goals.

TOPIC: Basic Principles, Communication, Teaching and Planning for the Future

Goal: To provide information base and develop synergistics concepts.

To develop professional and personal communication skills.

INTERN PROGRAM

Interns will have an opportunity to observe or serve for a brief time on all school ad hoc committees.

Interns can form their own staff development committee at end of first project year to participate in their own needs assessment for the second project year.

BOOK DISCUSSION

Organize a monthly, informal evening book discussion group for interested staff members and members of the community. The group will run itself and perhaps meet in one another's homes. The group can select books for discussion such as "Future Shock", "Open Reality", "The Media is the Message", current best sellers or favorite classics.

COMMITTEE PLANNING
NEEDS
CONSENSUS PROCESS

Use planning committee time for a series of bounce sessions with representatives of the various groups affected by a potential project. Outline proposed ideas, ask guests to anticipate how suggested activities would affect them, ask for suggestions on way to improve or add to the eventual proposal. Conduct bounce sessions in groups of two or three committee members to help cut down total time commitment of the planning group.

ADDITIONAL COMMITTEE PLANNING NEEDS

Plan to involve members of the school staff in the hiring process. Make specific plans to suggest a procedure and to obtain necessary Teacher Corps and central administration guideline in advance of formal planning.

ROLE AND RESPONSIBILITY OF STEERING COMMITTEE

- Define terms
- Suggest roles of project staff and school staff
- Estimate budget, funding requirements
- Suggest project timeline
- Oversee commitment process
- Form the Project Advisory Committee
- Oversee the hiring process with input from school staff
- Oversee the application process. Assist in assimilating a new system into school life

  (see secondary model for a hypothetical, detailed steering committee process)

- Prepare final proposal report

Hypothetical Use of Released Time for Committee Planning

(125 hours shared by 5 staff members)

15 hours	Initial planning meeting
60 hours	Individual committee member activities
15 hours	Tours, visitations to other schools
15 hours	Reporting, discussion, additional planning
15 hours	Consultation with IHE representatives
15 hours	Bounce sessions with representatives of affected groups - school system, school board members - parents, volunteers - professional representatives - former student teachers - key school support staff personnel - other
25 hours	Proposal writing in a form suitable for total staff understanding and readability
15 hours	Planning for presentation, possible consensus, and arrangement to form the School Community Steering Committee

The model ends here. As noted in the preface, we have tried to anticipate how a single school with the characteristics of Long Branch Elementary would begin the initiation process to ask for federal assistance in form of a Teacher Corps Project to continue a single school's staff development program. In reality, at each step of the initiation, implementation, instructional, and incorporation stages of any project, changes in both structure and process can occur, depending on the needs, imagination, concerns, resources, or interests of the various participants involved in the decisionmaking process.

Other schools, with other organizations, goals or needs could use this same planning process to develop entirely different structures and project activities or goals.

****

BLAST

BASICS LIFE AND SKILLS TEACHING

AN INTERDISCIPLINARY - TEACHER TRAINING

SECONDARY SCHOOL-BASED

TEACHER CORPS PROCESS MODEL

BASICS LIFE AND SKILLS TEACHING

Current reports of the state of the art of planned educational change are filled with innovative educational failures on the school, local, state, and federal levels. Lost in the current shuffle, are those planned changes which succeed. Each of these extreme, and often conflicting judgements, is based often on the specific-to-generalized observations and perceptions of:

- the customer (community/taxpayer)
- the user (teacher/student)
- the shapers (the university/experts)
- the government (elected and appointed managers/ administrators)
- the "outsiders" (press/testers/social scientists/ artists/evaluators).

Basics Life and Skills Teaching, a hypothetical secondary school interdisciplinary pre-service/inservice training Teacher Corps model, seeks to address the different perspectives of various groups affected by and interested in the outcomes of planned educational change. It is based on success as well as failure.

The Arlington Public School's Teacher Corps contract on Staff Development Project Staff collected data for this model, from the following sources:

- over fifty written contributions from teachers, administrators, and volunteers within the Arlington Public School System.

- direct and shared experiences through informal conferences, interviews, and conversations with contributing members and the Advisory Committee.

- a formal three day, four (4) member planning core activity which reflected the math and science, English, and social study academic perspectives and experience. After the assumptions were made, and a concept was formed, a series of "Bounce" conferences were held on the last day with secondary administrators, Media Center Directors, and the Superintendent of Schools to test and assess how and if the idea could become an ideal.

The final product is an attempt to combine these various formal and informal experiences and sources to meet both an imagined real school's needs and actual stated Teacher Corps needs and federal funding requirements.

BASICS LIFE AND SKILLS TEACHING

OUTLINE

Preface

I. ASSUMPTIONS

A. General

1. Need and climate for Back-to-Basics Approach
2. Value of interdisciplinary interaction
3. Value of school-based needs assessment
4. Value of inservice incentives and collaboration
5. Value of school cooperation and "identity" to reach goals
6. Value of grass-roots needs assessment
7. Value of combined pre-service/inservice training

B. As related to the secondary school

1. Traditional departmental barriers
2. Secondary school size and staff isolation
3. Need for "center"
4. Need to recognize complexity/impact of community change
5. Need to recognize public, professional, media, consumer pressures for change
6. Need to define and select realistic objectives

C. Specific Model Assumptions for Project BLAST

1. Need for consensus, commitment, and communication
2. Project site characteristics: organization, climate for change, and feasibility for total staff involvement
3. Need for flexibility
4. Critical nature of sales pitch
5. Involvement and resources
    a. Students
    b. Curriculum
    c. Community
    d. Institutions of Higher Education
    e. School and staff resources
6. Definition of project goals, content, objectives
7. Opportunity and incentives
8. The "idea" initiation process
9. Need for a "director" as well as direction (goal)

II. PRE-PROPOSAL SCHOOL-BASED PLANNING PROCEDURE

- A. Primary Needs Assessment
- B. The opportunity
- C. The decision to act
- D. The preparation

III. THE PRELIMINARY PROPOSAL (PROPOSED STRUCTURES FOR CHANGE)

- A. Guidelines for planning
- B. Outline of Proposed Activities and Structures

IV. PROPOSED ACTIVITIES AND STRUCTURES FOR CHANGE

- A. The Media Center
- B. "Four and one" teamwork
- C. Total staff inservice day
- D. Testing program: Needs assessment and evaluation
- E. An interlude
- F. The Buddy System
- G. Enrichment/Exploration Days
- H. Buzz Sessions
- I. Formal coursework for college or certification credit
  - 1. On-site IHE coursework for teachers and interns
  - 2. IHE coursework for interns
  - 3. Secondary interest or interdisciplinary scholarship fund
  - 4. IHE coursework for key project and staff personnel
- J. Intern program
  - 1. Total project programs
  - 2. Departmental training
  - 3. Observations
  - 4. Study and skills development centers
- K. Communications
  - 1. In-School/In-Project
    - a. Buzz sessions
    - b. Enrichment days
    - c. "Buddy" materials booklet
    - d. Media Center audio-visuals
    - e. Project newspaper
    - f. Other project communication needs
  - 2. Existing forms of school and community communications
    - a. formats and channels within the school
    - b. formats and channels within the school community
    - c. formats and channels within the total community
  - 3. Immediate, critical need to plan for specific communications relating to project proposal process

V. ANTICIPATED PROBLEMS

1. Project "Decay"
2. Communications
3. Overlap
4. Threats to sense of turf or identity
5. Supplies, materials, equipment, support services
6. Orientation
7. The "substitute syndrome"
8. Other

VI. INCENTIVES FOR PARTICIPATION

1. Individual teacher-staff member participation
2. School participation
3. Other

VII. PHASE II: SCHOOL/COMMUNITY STEERING COMMITTEE

A. Explanation
B. Preparations
    1. Membership
    2. Arrangements
    3. Information base for decision-making
    4. Resource list
    5. Suggested task list

C. Hypothetical Steering Committee Membership
D. Hypothetical Decision-Making Process; In-Committee
    1. In-committee decisions
    2. Pre-draft stage
    3. Draft stage
    4. Plan for the decision-making, sales pitch process

E. Roles
    1. School Principal
    2. School Community Steering Committee
    3. Central Administration
    4. School Community Advisory Council
    5. The Media Center
    6. School and community organizations
    7. School secretarial staff
    8. Teachers (aides)
    9. Interns
    10. Institutions of higher education
    11. Teacher Corps Project Director
    12. Teacher Corps Community Coordinator
    13. Project Program Development Specialist
    14. Intern Team Leader
    15. University Coordinator
    16. Project secretary

F. Time Line

    1. Project Year I
    2. Project Year II

G. Hypothetical make up of "bounce" sessions and process

VIII. FINAL HYPOTHETICAL PRELIMINARY DECISION-MAKING PROCESS

A. Consensus-Commitment plan and process
B. Consensus schedule
C. Project accepted by the school

IX. HYPOTHETICAL OUTCOMES

TEACHER CORPS CRITERIA
TEACHER CORPS INTERDISCIPLINARY TRAINING APPROACH

Needs Analysis addresses and shows need for:
- the involvement of a wide range of knowledge - arts, sciences, humanities
- using all our sources of knowledge for solving a complex problem

Instructional Program is designed for developing:
- unexpected bonds between different disciplines, findings and views of specific target problems
- a habit of looking at schools and children in light of many different kinds of ways of knowing
- a thematic, problem centered approach to the overall instructional design
- personnel mastery of more than one discipline or area of expertise
- alertness to non-verbal and non-cognitive ways of knowing
- an analysis of the wisdom, knowledge and skills reflected within the specific community or project setting

Institutional Adoption is directed toward a formal commitment to maintaining:
- interdisciplinary approach within the schools of the LEA
- interdisciplinary cooperation among the departments of the IHE
- interdisciplinary approaches employed within context of teacher training at IHE

Diagnostic and Prescriptive Teaching is performed through:
- multifaceted approaches from a wide source of disciplines
- procedures planned, designed and implemented by interdisciplinary teams

Collaborative Decision-Making revolves around:
- identification and analysis of central problem or theme
- design of interdisciplinary team
- specific roles and problem solving techniques represented of various interdisciplinary team members to solve the content problem
- communicating the concepts of knowing that have been used in problem solving

Management and Evaluation Plans
- the existence of a multidisciplinary team
- the new relationships formed between members of traditional disciplines and those from non-traditional sources
- data collection and analysis that cross disciplines and reflect interdisciplinary goals
- effectiveness of interdisciplinary team in solving the central problem

ASSUMPTIONS

Need and climate for Back-to-Basics Approach. The best of schools can profit from a re-examination of its instructional programs, especially in dramatic periods of external or internal change. At present, many schools are changing their directions, or, are being asked to change towards an emphasis on teaching basic reading, writing, computational and study skills. Accordingly, a total school effort which would give staff members an opportunity to focus on a program featuring "basic" content, concepts, and methods would be well received. It almost goes without saying these four skill areas are basic to all that is done in schools. Teaching them isn't new; but an interdisciplinary approach with a community component may be welcomed as a valuable, stimulating, and satisfying total school undertaking.

Value of Interdisciplinary Interaction. As a secondary school staff increases its interaction within and between departments, as well as its interaction with the community, the results may be an enrichment of present programs and an increased understanding of the educational needs of the school.

Value of School-Based Needs Assessment. A school staff which has the opportunity to work cooperatively on the curriculum needs assessment within its school may be in the best position to then create curriculum materials and approaches appropriate to the needs of its unique situation.

Value of Inservice Incentives and Collaboration. If teachers are given time and incentives to work together across discipline lines, to develop expertise through on-site courses and scholarship funds for the IHE courses, and to interact with the IHE and Teacher Corps personnel, the end result may be an increased individual effectiveness and self-awareness.

Value of School Cooperation and "Identity" to achieve Individual Goals. Secondary schools are traditionally bastions of individual teachers, or at best, cooperative but isolated departments. Involving the staff in interdisciplinary experience may lead to not only enhanced individual performance but also stronger school-wide cooperation in efforts to accomplish the basic educational mission of the school.

Value of Grass-Roots Needs Assessment. Most ideas are accepted if they come from the grass roots rather than "from above". Building a program on staff assessment of needs seems to be the right directional approach.

SECONDARY SCHOOL CHARACTERISTICS

Traditional Departmental Barriers in a Secondary School.

Despite traditional, rigid structural and curriculum barriers in a departmentalized secondary school structure, we assume each teacher wants to increase students' skills. The need for these skills can be demonstrated across traditional discipline lines. Thus, interdepartmental communication within secondary schools can be improved by choosing an interdisciplinary model which consciously plans all its components to break down the traditional barriers between departments.

Secondary School Size and Staff Isolation. The autonomy of secondary teachers functioning within a school is often a result of sheer size of staff. This isolation can be broken down somewhat by grouping teachers in small units which will be given specific tasks to perform and the incentives (time, money, college credit or others) to complete these tasks.

Need for a Project Center. To increase the potential for positive communications within a large school, the project should be housed in a central location, preferably in or near the media center.

Need to Recognize Complexity and Impact of Community Change. Staff hostility is often a result of changing community patterns, needs, and concerns. Decreasing enrollments bring a loss of teaching positions, tighter budgets, and higher students per teacher ratios. Dramatic changes in the pluralistic nature as well as the size of student population can also create frustration and overwhelming challenges for teachers who must learn to overcome cultural, language, or experience barriers created by a rapid influx of non-English speaking students or students with special needs.

Need for Careful Introduction to Obtain Maximum Commitment. The obvious concerns of teachers in the midst of such rapid community and mandated change must be taken into account when planning any additional changes which will affect a total school staff. A total school staff development project must be introduced carefully to obtain maximum commitment, and must involve staff in all stages of development. This project must be clearly perceived as being beneficial to each teacher and as a way of increasing community understanding of the school and school appreciation of the needs of the community. Requirements of the project should be low-keyed enough to neither threaten nor overwhelm the already over-burdened teaching and administrative staff.

Need to Recognize Public, Professional, Media, and Consumer Pressures for Change. Schools are receiving impetus to reemphasize basic skills from many sources. States are mandating proficiency in skills, school boards are identifying systemwide goals in these areas, parents are crying for a "return to basics". Employers are suggesting that high school diplomas are not worth much any more,and students are concerned with career and college needs for skills. Many staffs - even those presently doing an excellent job in skill development - will no doubt welcome a project which responds to community demands for change and which pools together state, community, Teacher Corps, and IHE resources in an attempt to help strengthen the teaching of basic reading, writing, computation, and study skills.

Need to Define and Select Realistic Objectives. At the same time there is this cry for basic skills education, schools are receiving calls for help in a myriad of other ways. In the midst of "future shock", schools are expected to pick up the burden of all too many societal problems and change. The result is all too often an attempt to do too much - and not to do much well. Our real need may be to refocus on a few things the schools can do and do them well.

SPECIFIC ASSUMPTIONS FOR PROJECT BLAST

Need for Consensus, Commitment and Communication. Unanimous staff enthusiasm for any project in a secondary school is probably impossible to achieve. However, the involvement of key people in the initial decision-making and needs assessment processes along with carefully planned "PR" to introduce the project may bring a high enough level of commitment for a school to welcome the project. Indeed, levels of commitment should be expected to vary, from tolerance to total involvement. If the right incentives are offered, it may be possible to ask for a minimal involvement of the total staff in the initial needs assessment before asking staff members formally to accept the project idea. Recognizing that continuing involvement will necessitate a minimum number of enthusiastic volunteers (perhaps no less than a quarter of the staff, depending on the size), those with direct responsibilities for the project must strive to keep lines of communication open to all staff throughout the program. Possibilities are:

- high-visibility programs such as "enrichment days".
- central location of the project, preferably in or adjacent to the media center or library.
- carefully planned introductory activities.
- perhaps every other week, hold on-going, low-key drop-in idea exchanges such as are described in module________.
- a regular Teacher Corps Project newsletter featuring teacher-intern written contributions for distribution to school staff members, interested central administration and support personnel, other school staffs, collaborating individuals and institutions, other Teacher Corps projects, or even parents.
- an extension of the newsletter idea could be to publish student written articles about specific classroom activities based on BLAST objectives.

Project Site Characteristics: Organization, Climate for Change, and Feasibility for Total Staff Involvement.

The project would be carried on in a single school site, either junior or senior high school, where departments exist to one degree or another. Most likely, students would be in school for a full day. It may be possible to implement this project at a school which is at a required moment of change. For example, as the Arlington Public Schools are planning to shift 9th grade to senior high in the fall of 1978, a program for basics and skills teaching might well be part of the reorganization of one junior or senior high school. It would be wise to choose a school with a stable staff and leadership which has already established effective ways of working together.

Need for Flexibility. There is no one right way to handle basic skills. Each community, each school, and each classroom will vary. Interdisciplinary cooperation is one approach to developing basic skills which may focus the attention of the whole school community on the needs for these skills across discipline and career lines.

Critical Nature of the Initial Sales Pitch. Components of the initial sales pitch might include:

- Clear identification of the Teacher Corps and its purposes, initially to small groups and key people and ultimately to the entire staff.

- Clear enunciation of project components and expectations.

- Clear delineation of roles and expected commitments of various participants in the project.

- Involvement of staff within the school in a needs assessment. Once these needs are identified, the staff will have an initial incentive and commitment to meet them.

- Creation of an organizational structure that will permit small staff groups to work on common problems and to share curriculum ideas. Such a structure would help to avoid a "listening-to-the-experts" approach and would directly involve staff members in problem solving and decision-making.

Involvement and Resources.

Students. One hundred percent (100%) of any school population can be involved in developing competencies and growth in the four skills areas. This program is not aimed at any one part of the student body; it affirms needed growth for all students in these areas with perhaps special programs for the few who cannot meet the minimum standards.

Curriculum. The whole curriculum can be involved; basic skills are needed in all disciplines and all careers. Reading, Writing, Computation, and Study skills are the responsibility of the shop and science teachers as much as they are of the English and math teachers.

Community. Members of the community should be involved in the needs assessment and commitment process. Civic and business organizations should have an opportunity to express their needs and concerns for basics' education and a mechanism for offering assistance. Likewise, parents should be given a format to express their concerns, and at the same time, should be able to learn of the need for home support, commitment and contributions to project objectives and programs. For instance, parents may need to learn to expect and to encourage students to accept homework responsibilities.

Many communities that face declining school age populations have an increasing number of taxpayers who see no connection to the schools. Yet, we assume it is in the vested interest of the whole community for schools to produce an informed electorate and a skilled work force. Community interest in and re-commitment to school programs might be increased through a Basics: Life and Skills Teaching project.

Institutions of Higher Education. Most schools would benefit from IHE help in identifying the level of skills at which each student is functioning, the level to which they should aspire, and selection of materials, mini-units, learning centers, and other curriculum aids to help each student reach his or her potential.

School Resources. The project would call upon the unique resources of the site involved: staff, student, community, system support personnel, IHE, and particularly of the media center. Assuming a present ability of staff members to handle their own subject area, we would also assume that most teachers could benefit from either new ideas on how to enhance basic skills in their particular classrooms or new enthusiasm and concern on the part of the student body to improve in these skill areas.

Definition of Project Goals, Content, and Objectives. Basics can be defined in many ways. Involving the parents, the business and civic community, and the IHE in goal setting in addition to looking at the curriculum across discipline lines should result in a unique definition for any school situation. At any rate, the intent is not to return to "what was". Instead, this question will be asked: "Under the given circumstances of 1977, and in this community, what basic life and learning skills are needed? How must our staff learn to change?"

Clearly, basic skills in any school also include skills in *human relations* and *communication*. That this project would address itself to the four academic skills in no way denies the importance of these human life skills.

Opportunity and Incentives. It is assumed that most teachers do not have time to explore secondary interests as they are related to teaching assignments. However, we assume many would like an opportunity if the incentives were right - time to participate, easy access to courses on the school site, lack of financial burden through scholarship funds, or official encouragement through special considerations for recertification.

The "Idea" Initiation Process. The proposed secondary Teacher Corps model *begins* with the assumption that there is a decision *within* the model or candidate school to propose a total staff development program aimed at teaching the basic skills across disciplinary lines.

What we Cannot Assume is How a "Candidate" School Staff Receives or Originates the Ideas or Impetus for a Possible Project.

As we have noted throughout this report on staff development in Arlington Public Schools, the needs assessment and decision-making processes function within an intricate network of system and school committees or groups which exist to permit or foster community and systemwide communication as well as school-based innovation, implementation or control of change. Proposals for elective school-based change can come from a citizens' advisory group, a meeting of secondary principals, assistant principals, a secondary sub-group of the Teachers' Council on Instruction, from the office of the superintendent, from a professional organization, or from a school-based, school-initiated staff development or curriculum development committee. Accordingly, any group or individual particularly "outfielders" from a university, state or federal agency who works with a single school staff must recognize the importance of this committee network and how and why it functions.

Need for a "Director" as well as Direction (Goal).

Responsibility for directing the initial school-based project proposal and needs assessment phase could rest with a principal, a librarian, a central administration representative, a curriculum specialist, a volunteer citizen, a teacher, or a school staff development committee. However, no matter who is in the role of project proposal "director", the role must be filled. Thus, a hypothetical model must assume the project proposal stages will be supervised, coordinated, and directed by a responsible initiator or initiating team. A recent experience in an attempt to establish a "school within a school" at a secondary school vividly demonstrates the need for this assumption.

PLANNING/PRE-PROPOSAL PROCESS
SCHOOL ORIGINATED
AND
DIRECTED

PHASE I: PRE-PROPOSAL PLANNING GROUP

Primary Needs Assessment. Education is a continuing process and is of the total human being; it is not a single discipline or skill unrelated to others. Instead, education involves a wide range of knowledge and experience and encompasses arts, science, humanities, and technical skills. A demonstrated need exists in a secondary school to address cross-disciplinary possibilities, and the school faces mandated needs from state and local school boards to assess and enhance the four basic skill areas.

The Opportunity. A Teacher Corps on-site, school-based program can help provide the needed support services, resources, collaboration, incentives, staff development activities, and funding to help effect school change. Requirements for participation include statement of need, commitment to a preservice and inservice training program, community collaboration and total school staff participation.

The Decision to Act. After making a list of general and specific assumptions similar to the ones listed in the preface to this hypothetical model, a staff development committee decides to develop a preliminary project proposal designed to meet both school needs and concerns and Teacher Corps requirements.

The Preparation.

- A leader obtains funds for release time for teachers to participate in planning.

- Space and time arrangements are made for meetings.

- Requests are made and granted for supplies, use of facilities, and needed secretarial and other support services.

- Roles and responsibilities within the project proposal committee are established: Project Director, scribe, those responsible for research, surveys, community contacts, communication and coordination.

- Other staff members of the school are given an opportunity to join or offer suggestions for committee planning.

- The committee makes a schedule for planning, sets deadlines, allows lead time for production and evaluation.

- The committee plans an agenda for planning and needs assessment.

1. *Choose project base or center.*

2. Determine structure for change.

3. Suggest roles of components.

   - Administration
   - Teachers
   - Students
   - Interns
   - Institute of Higher Education (IHE)
   - Community
     civic
     business
     parents
   - Teacher Corps Project Staff
   - Professional organization
   - Central administration
   - Other

4. List supply and support considerations.

5. Establish possible means and methods of:
   - budgeting
   - communication
   - evaluation

5. List anticipated problems.

6. Select project proposal writing team.

THE

PRELIMINARY

PROPOSAL

THE PRELIMINARY PROPOSAL

BLAST: BASICS LIFE AND SKILLS TEACHING is a proposed Teacher Corps curriculum and staff development project which aims to increase a school's effectiveness in teaching the basic academic skills of reading, writing, study, and computation across disciplinary lines. A total school and community effort is desired for the needs assessment, implementation, and evaluation aspects of this proposed undertaking. Project BLAST would have the media center as its base, the Teacher Corps as its support, and the school and community resources as its source, strength, and means for positive educational change.

PROPOSED STRUCTURES FOR CHANGE

Guidelines for Planning

Each structure or activitiy within a project BLAST system should be designed to create and maintain accessible opportunities for each school and community component to participate at all levels of the initiation, implementation, and incorporation stages of the two-year pre-service/inservice Teacher Corps training project.

In addition, the structure should allow for each teacher or intern who is to be affected by the presence, process, and goals of the project to participate in the needs assessment, materials and methods development activities, communication, decision-making, and evaluation processes.

In considering structures or activities as possibilities for change, participants in the project planning and decision-making processes are cautioned to anticipate how each proposed new structure or activity would affect existing practices of groups or individuals currently engaged in similar processes for staff or curriculum development and community or school-wide communication.

Try to visualize how new activities can become non-threatening substitutes for old activities and practices within the framework of the present school structure, community atmosphere, and governance.

Outline of Proposed Project Activities and Structures

I Project Base: The Media Center

II Initial Needs Assessment

- A. Four and one Interdisciplinary Teamwork
- B. Released-time, total staff inservice day

III Implementation

- A. Testing and evaluation program
- B. Enrichment days
- C. Buzz sessions
- D. Buddy System
- E. IHE skills and content coursework
- F. Student skill and study centers
- G. Intern program
- H. Secondary interest Scholarship Fund

IV Advisory Committees

- A. Project proposal steering committee and writing teams
- B. Project School Community Advisory Council
- C. Student committee

V Communications and publications

VI Other

PROPOSED ACTIVITIES AND STRUCTURES FOR CHANGE

The Media Center. A project BLAST will need a central location for a base of operations. An area in or near the media center seems to be the best first choice. This space can be used for small group work, as a learning and clerical center, as a record keeping and resource center, as a place for school staff, Teacher Corps and intern interactions, and as a school and community communication center.

A choice of the media center as a project base will also enable project participants to take advantage of the well-established expertise of media center personnel in:

- school-wide and community communication and collaboration
- crossing discipline lines
- providing a variety of resources for skill development and application
- displaying, demonstrating, or distributing these resources.

The overall goals of a project BLAST and of the media center are somewhat the same. Consequently, active media center participation and exposure throughout the life of the project may increase the chances for successful incorporation of project goals in continuing school programs after project funding expires.

Four and One Teamwork. Much of the intitial needs assessment should be conducted on-site by school staff personnel rather than by outfielders. The project can give total staff an opportunity to brainstorm and work together in the initial needs assessment process by forming interdisciplinary groups consisting of four teachers and one intern. Each teacher or intern can represent a different department. Theoretically each Four and One group could represent a different combination of subject areas or traditional disciplines.

Group objectives can be to analyze, assess, and list ways of each of the basic skills of reading, writing, computation, and study are needed in each discipline or subject within the total school curriculum.

The intended outcome of these Four and One team meetings is to provide date for defining the problems or areas for concentration in subsequent project planning and activities. The interdisciplinary teamwork can help to determine strengths as well as weaknesses of current programs, and, the four and one process can serve to demonstrate to teachers and interns the need and possibilities for an interdisciplinary approach to the teaching of basic skills.

The Teacher Corps staff can assist the "Four and One" groups by providing:

- organizational services for space and time arrangements.
- secretarial, duplicating, distributing services.
- opportunities for follow-up, follow-through or reinforcement activities. For example, the project staff could publish "re-cap" memos based on four and one notes, or could sponsor informal coffees or parties immediately after "Four one One" meetings.

Project planners should include paid or released time for participants in formal budget requests.

Total Staff Inservice Day. The school-based needs assessment can continue with a half or full day released time total participation inservice day. The objectives for the day, which could be held on system-wide scheduled inservice day, could be to compile, compare, and assess the needs assessment data from the Four and One groups.

Activities for this day could take many forms. One suggestion is to plan the day using a SYNCON format. This method of arriving at group decision, an active tool of The World Future Society, is based on the principles of 2 + 2 = 5 - the whole is greater than its parts. The activity in itself could become a symbolic representation of the value of reaching for meeting synergistic project goals.

Responsibility for organizational and support services to plan the day's activities can be assumed by the Teacher Corps staff. Strict attention should be paid to the follow-up and follow-through principles inherent in any effective inservice planning.

Testing Program: Needs Assessment and Evaluation. The Teacher Corps Project staff will need to devise, locate or develop comprehensive needs assessment and evaluation tools and programs to identify student skills and needs and to monitor student progress throughout the project. They should involve teachers, administrators, state and system advisors, IHE and educational testing specialists in planning a two-year program. The initial testing information can be used by interns and teachers to initiate specific curriculum projects to strengthen basic skills or to develop materials to meet identified student or group needs.

For example, suppose the tests reveal that most students are weak in writing clear "How to....." paragraphs or descriptions. Teachers and interns working within the structures of four and one groups, buddy pairs, buzz sessions, IHE coursework, or special project activities can produce a set of guidelines or suggested activities aimed at helping students learn to recognize and apply the techniques of technical and descriptive writing. Part of this activity might include media center displays of "How to....." books and articles on a variety of skills, interests, or subject areas. Interns and teachers would field test the materials in various classrooms throughout all disciplines. Carried to its extreme, the "How to....." skill development exercise could mean that each student could write a "How to....." paragraph or essay in each and every class...from shop to math, from home economics to biology, to gym. Also carried to its extreme, the skill development exercise could involve having the Teacher Corps project staff publish a representative student-written "How to....." writing sample from each subject area in a special issue of the Project Newspaper. From these published products, the students and teachers alike could see the need and benefit of the process. Subsequent informal classroom testing could be planned to assess how students had improved their descriptive and technical writing skills.

An additional formal student testing mid-project program should be planned by the Teacher Corps staff in cooperation with collaborators. This testing program could continue the needs assessment process and would help to monitor or evaluate student progress and achievement. Tests could again be used as a way of determining specific material development and classroom activities which could involve total school staff participation.

The test results, both at the initiation and midpoint stages of the project, could be used also by the IHE collaborators to help determine content and objectives of Teacher Corps sponsored IHE conducted coursework for interns and teachers.

Plans should be made to evaluate each step or activity of the pre-service and inservice training program. Efforts should be taken by the project staff to insure that the chosen evaluation methods will require a minimum amount of time or energy from teachers and interns, and at the same time will provide a maximum feedback opportunity to offer to influence additional project activities.

Finally, plans should be made for a Total Project Evaluation after the Teacher Corps project and funding is formally withdrawn from the school structure. All participants should have an opportunity to participate in this critical evaluation process. Results can be used by the school staff for future staff development and incorporation purposes and by the Teacher Corps or IHE for planning future projects at other school and community sites.

An Interlude. Just saying the basic skills of reading, writing, computation, study, human relations, and communications can and should cross disciplinary lines, or that all disciplines exist within each discipline is not enough. Just saying that the school, business, IHE, civic, Teacher Corps, and consumer-taxpaying community can and should be one big happy skill-developing and interdisciplinary family is not enough. Instead, a BLAST proposal group should design specific structures which will enable each target, user or contributor to see the value and applications of participating in activities designed to reach for overall project goals. Although listed separately, each of the previously mentioned suggested structures of the media center, the Four and One groups, and the testing program is inter-related with the following suggested structures of the buddy system, enrichment days, IHE coursework, intern programs, study and skill centers, communication activities, buzz sessions, and advisory committees. Project proposal planners should recognize that changing one may require re-examining another.

The Buddy System. A buddy system, initiated in the spring of the first year of the project, would enable two or three colleagues to work together to increase mutual understanding of each other's disciplines and to determine specific ways basic skills and specific discipline principles relate or apply to all subject areas. Interns would be a part of the buddy groups and would work with several sets of buddies throughout their training period. Task objectives of buddy groups could be to:

- examine ways basic skills unite separate disciplines.
- plan cross-discipline programs for use in Enrichment Day activities. Example: math in music.
- develop and produce one or more cross-discipline curriculum aides based on the programs presented for Enrichment Day. These materials could be published in booklet form by the Teacher Corps project staff.
- participate in cross-observation and exchanges to help identify and develop an individual secondary field interest.
- devise or suggest other ways and activities small interdisciplinary groups can contribute to overall project goals.
- serve as a way of collecting previously developed classroom materials which were used to teach specific skills or units across disciplinary lines.

College credit, extra pay, released time or some other incentive or compensation should perhaps be given teachers for the buddy experience and contribution to the overall project.

Enrichment/Exploration Days. The project should have several high visibility, total staff participation days or events to crystalize the combined needs, potentials, and concerns of students, teachers, media center personnel, business, civic, university or vocational training representatives or other community components that are basic considerations of any Teacher Corps school-based project. Accordingly, three activity days can be planned and scheduled to occur over the two year span of the project. Each day can be designed to demonstrate to students the need and value of overall project goals, the need for skills development achievement, and the potential for self-awareness and recognition of interdisciplinary interactions. Each day can focus on a particular targeted group and its needs within the overall framework of a Basics Life and Skills Teaching Project.

Activities conducted for students during the Enrichment Days can take many forms.....displays in the media center, cafeteria, classrooms, corridors or on the school grounds.... speakers....films....multi-media assembly productions featuring skits, musical, or other BLAST-OFF events.... panel discussions....open houses for parents and the community... question and answer sessions....testimonials from former students....testimonials from community, business, career, or university representatives....presentations by interns, teachers, school or county administrators and curriculum specialists. At any rate, each day can be the product of planning by the various project components to show and tell how, why, and what basic and life skills are perceived to be important by the presentors. Included in the planning should be a system for students to choose which activities they would like to participate in or attend.

BLAST ENRICHMENT DAY#1

Theme: How the business and civic community perceives the need for Basic and Life Skills Teaching

Presentation and Collaboration:
- YWCA, church groups, YMCA
- Business representatives
- Job Placement Center
- Career Center
- Civic representatives
- Elected government officials
- Local sports or entertainment groups
- Local "media" personalities

Timing: Fall of first project year

Audience:
- Students
  - Community interests
  - Vocational interests
  - Practical interests

Organization:
- Teacher Corps Project Staff
- Community Coordinator
- School Community Advisory Committee
- Guidance Department

Format: To be chosen by presentor/organizers. Student sub-committee can be of help here in anticipating what or what not will be well received by most students.

Challenge: Create a way the total school can benefit from various individual and group experiences. Perhaps prepare a printed program for the day's events....or assign a student-teacher writing team to each activity....publish reports in a special issue of the Project Newspaper....invite cameras, tapes, microphones, and reporters in for the day.

Follow-up: Send thank-you's and copies of any published reports of the day's activities to all contributors.

BLAST ENRICHMENT DAY #2

Theme:	How teachers, interns, and other school staff members perceive the need for Basic and Life Skills Teaching Across Discipline Lines
Presentation and Collaboration:	Buddy Teams (interns and teachers) Media Center personnel Project staff members
Timing:	Spring of first project year
Organization:	Teacher Corps project staff Program Development Coordinator School Community Advisory Committee
Format:	To be chosen by presentors/organizers with advice from student sub-committee
Suggested Topics:	Metrics in Recipes Chemistry and Foods Math and Nutrition Building Techniques and Life Styles Biology and Sports Media and Psychology Foreign Language and Games Writing and Logic
Communication:	Publish student written summaries of the content of each activity in Project Newspaper. Perhaps the media center could conduct various follow-up activities and displays to reinforce concepts and content of the day's activities.

BLAST ENRICHMENT DAY #3

Theme:	How universities and other institutions of higher learning perceive the need for Basic Skills and an Interdisciplinary Approach to Learning
Presentation and Collaboration:	IHE representatives Former students Guidance Department Standardized Testing Experts
Timing:	Fall or early spring of second project year
Preparation:	Observations by IHE representatives IHE needs assessment activities
Audience:	Students Academic interests Advanced or specialized training interests
Format:	To be chosen by presentors/organizers
Organization:	Teacher Corp Project Staff University Coordinator
Communications:	Publish student written activity reports in Project Newspaper. This issue should be of special interest to parents.
Follow-Up:	Thank-you's to activity day participants

Buzz Sessions. Regular, informal drop-in buzz sessions for interns, Teacher Corps staff and school staff can be held in the Project Center, throughout the life of the project. These sessions can be used to increase communication among all project participants and can serve as an informal way of exchanging ideas, concerns, and possibly gripes. Possibly, buzz sessions could be planned to coincide with teacher planning periods or could be held in the time immediately after students are dismissed and teachers are still on official duty. Some school faculties or special programs within secondary schools have had good luck with pre-school opening buzz sessions, especially if coffee and doughnuts are promised to be ready and waiting when participants arrive.

Formal Coursework for College or Certification Credit. A Teacher Corps project can provide the structure and opportunity for formal as well as informal pre-service/inservice training programs. IHE coursework, an obvious example of a formal form of staff development, can be designed and implemented to meet emerging needs of teachers and interns actively working within the on-going project activities as well as to meet degree requirements of an IHE sponsored intern program. In addition, coursework opportunities through a special scholarship fund can be provided for teachers to develop individual emerging secondary or interdisciplinary interests.

On-Site Coursework (IHE) for Teachers and Interns

Guidelines for Planning

Experience shows that IHE coursework for a school's staff development needs or requirements is often most effective when offered on-site, at a time convenient for teachers. Accordingly, a project proposal should take this observation into account. Project proposal planners should include provisions and means for the Teacher Corps project staff to arrange and fund some form of free, on-site, school-related, IHE conducted coursework for teachers and interns.

Experience also shows that coursework featuring local or "hands-on" materials development is highly effective. Most teachers are active, creative, and enthusiastic learners when their coursework can be applied directly to immediate classroom need or when they can receive recognition through publication of their individually prepared classroom materials.

Finally, courses should not be presented in a vacuum; rather, they should be based on needs assessment information gathered from the Four and One groups, the Testing Program, Advisory Committee Structure, Enrichment Day Feedback, and the IHE observations or capabilities.

Recommendations

Four credit introductory courses, each dealing with one of the basic skills as related to content areas can be offered over the two year period. For example, "Reading and the Content Area", and "Computation skills within and across Discipline Lines" could be offered the first project year. The skills of writing and study could be explored the second year.

If staff interest and commitment are high and if adequate funding is available, each course could be offered each semester. Theoretically, each teacher could then have a chance to concentrate on all four basic skills.

Teacher, intern, or other school staff developed units or classroom materials together with concise summaries of the course contents could be published by the Teacher Corps project staff. These materials could be displayed in the media center for total staff review or use.

IHE Coursework for Interns

Guidelines for Planning

The same principles of on-site, convenience, materials development, relevance to needs assessment, and direct application to direct classroom experience can apply to the intern coursework.

More specific guidelines will need to be determined by and with the cooperating IHE in order to meet university and degree requirements.

Recommendations

Courses conducted at the school for interns should be designed to meet specific degree and certification requirements of interns as well as to meet immediate needs of the project.

Perhaps provisions can be made to offer some or all of these courses to classroom aides or to volunteers working within various school programs. Providing this educational opportunity for community aides, paraprofessionals, or volunteers would not only increase chances of improving overall community and staff cohesion and expertise, but could enable interns and participating IHE personnel to be exposed to some practical and community perspectives often lacking in traditional formal coursework.

Secondary Interest or Interdisciplinary Scholarship Fund

A Teacher Corps project funded secondary interest or interdisciplinary scholarship fund could provide the incentive for school staff members to take additional IHE coursework away from the school site in fields of emerging secondary interests or in interdisciplinary areas such as "Cybernetics", "Architecture", "Futurism", "Urban Studies", "Synergetics", or "Life Applications of Management, Leadership Theory and Practice".

IHE Coursework for Key Project and Staff Personnel

Part of a project proposal planning group's objectives should be to determine or suggest roles, goals, functions, and responsibilities of various project participants as well as to determine or suggest structures for needs assessment procedures.

Four and One, Buddy, Teacher-Intern IHE coursework and other structures are suggested as ways to help project users participate in the needs assessment process to achieve project goals in the classroom. However, the needs assessment process should also address how goals are to be determined and reached within the framework of the total BLAST project operation.

One way to achieve a total project process needs assessment would be to offer free IHE conducted, on-site, credit-bearing, management courses before the project begins the first official school year. Students could include key administrators, key staff members, head teachers, project staff members, the Chairman of the Advisory Committee, the librarian, school professional organization representatives, and other staff members on a first-come, space available basis.

In effect, the course could be designed to do for the project system what other courses are intended to do for the teacher and the classroom system: Plan actions on actual assessed needs, produce hands-on materials for immediate use, provide the necessary theoretical and informational base for decision-making, increase total professionalism of the staff, and anticipate and solve problems before they occur in future incorporating school activities.

This IHE coursework could become a project planning tool for determining specific, day-to-day project procedures, activities and coordination requirements, and could also serve as a means of preparing teachers and other staff members for future participation in teacher power school-based programs.

Also, the produced materials as well as the course experience could be used by the Teacher Corps in planning, improving and implementing projects at other school sites.

> NOTE: Any specific proposal for any IHE coursework must meet the approval of professional organizations, the school board, state certification departments, and the appropriate administrative authorities. The Central Administration Staff Development Center can be of assistance in helping project personnel with this procedure.

Intern Program. Although an intern program can permeate the entire project and school structure, intern activities should be under the direct supervision of a project university coordinator. The number of interns participating in the program will depend upon the size of the school and the level of funding. A ratio of one intern to every ten teachers is suggested. Intern candidates would most likely be university recommended students enrolled in current IHE programs. The Advisory Committee, the principal, or similar authority combinations could make final approval of submitted candidates.

As noted, structures involving intern participation in total project programs could include:

- Four and One groups

- Buddy groups

- Buzz sessions

- Total staff inservice days

- IHE coursework

- Enrichment Day activities

Additional intern-centered activities could include departmental training on both a rotating and specialized basis, planned observations, and Study and Skills Development Centers.

Departmental Training

In keeping with the interdisciplinary concept of BLAST, interns could receive their supervised teaching and field testing experience in a wide range of departments.

For instance, each intern could have the opportunity to work in as many as six different departments during the first year and a half of the program. Service with each department could include observations, supervised teaching, materials development, field testing, and departmental or other committee experience.

During the last two quarters of the second project year interns could choose their primary field of interest and work with a department of their choice to culminate their project field testing and supervised teaching experience.

Included in the planning could be provisions to:

- enable interns to have a departmental vote,
- provide compensation to supervising teachers,
- insure that department personnel would be commited to supporting intern needs.

Observation

Opportunities should be planned and scheduled for interns to observe classroom activities throughout the total curriculum. The project staff can assist by making the necessary arrangements and can cooperate with IHE professors to determine ways these observations could be used for pre-service training purposes.

Study and Skills Development Centers

Interns could develop their one-to-one or small group teaching techniques by participating in a Study and Skills Development Center located in or near the media center. This two part program could include:

> Seventh Hour programs for small groups of learners needing help in a particular basic skill.
>
> Skill Study Center programs to give one-to-one help to students needing individual attention.

This structure could enable interns who have recent bi-lingual or special education expertise and training to contribute to school-wide efforts to meet needs of ESOL or mainstreamed students.

Communications. Existing and proposed structures and channels for communications *must* be considered by the proposed planning group in order to help insure innovative project success. Different areas to examine could include:

In-school, in-project proposed structures and channels

- Buzz sessions
- Enrichment Days
- Buddy Materials Booklet
- Use of media center space and talents for audio-visual project communication purposes - displays - exhibits - posters - after or before school large group meetings. See Library/Media Center packet________
- Project Newspaper

Intended audience:	Any or all of the following: students, parents, total school and project staff, the National Teacher Corps, other Teacher Corps projects, other school staffs within the system, central administration, total school community, and collaborators.
Publisher:	Teacher Corps Project staff in possible collaboration with English and Business Departments.

Writers: Students, Interns, Teachers, Project Staff personnel, administrators, guest writers.

Format: The newspaper could contain reports of content as well as process of project activities.

For example, articles on "How to improve your writing", or "How to use 'unit pricing' or, "Reading between the Lines and Words in Advertising".

Funding: Determine needed secretarial, equipment, and supply requirements.

- Other project communication needs

  Memos/announcements
  Reminders
  Planning sheets
  Follow-up activities, formal and informal
  Posters
  Multi-Lingual notices, explanations
  Regular staff meetings
  Routing Procedures

Existing Forms of School and Community Communications

To help achieve school-project unity and to increase overall project efficiency and exposure, proposal planners could examine or explore ways to use existing forms of school and community communications. Planners could also think of ways to offer support to on-going, existing organizations, programs, and individual efforts. For instance, a regular feature of the project newspaper could be a school-community calendar listing a schedule of all school-based activities for the coming month. This calendar could also be used as a planning tool for coordinating various project and other school activities. Areas to examine for cooperative communication could include:

- Existing communication formats and channels within the school
  - publications
  - organizations and programs
  - individuals

- Existing communication formats and channels within the school community
  - publications
  - organizations and programs
  - individuals

- Existing communication formats and channels within the _total_ community

Immediate, critical need to plan for specific communications relating to project proposal process

Communication plans for both sending _out_ and receiving _back_ information during the critical project planning, proposal presentation-revision-acceptance-commitment stages of initiation must be made. Suggested activities include:

- Short announcements and reports sent to a variety of existing newsletters within school and community.

- Open invitations to attend proposal planning meetings.

- Preliminary question and answer sessions.

- Follow-up/evaluation communications.

- Surveys

- Plan to communicate with probable dissenters along with probable supporters.

Anticipated Problems.

Project Decay. Innovative federal projects often have a history of being changed by the school, rather than changing the school. Quite often enthusiasm is hard to sustain and the project may stray from its task. The proposal steering group and writing team can analyze the proposal to discover ways to avoid this problem. The proposal may make a statement concerning the philosophy of change and may note that flexibility, adaptability, and compromise are often positive and practical ways of achieving overall goals and that change is to be expected at each stage of the project.

Communications. There may be a tendancy to pay lip service to some of the principles of consensus, communication, and collaboration. Every effort should be made to continue the simple by necessary forms of communication needed to continue as well as initiate the project.

Overlap. In any school-Teacher Corps project situation, there are many areas where systems authority, responsibility, demands for time, materials, and space, and overall goals may clash or overlap. The proposal steering committee together with those accepting or rejecting the proposal should try to identify possible areas of conflict or overlap and suggest ways these problems can be reduced to a minimum.

Threats to Sense of Turf or Identity. Every effort should be made to retain as much of the current school structure as possible to enable teachers and staff members to enjoy the privacy of their classrooms, departments, and offices. The project in no way should be seen as a threat to the departmental structures or to individual teacher or administrative turf. Instead, the project proposal should offer activities which can augment rather than eliminate established practice. For instance, if faculty meetings are held monthly, one or two of these - not all - can be devoted to Teacher Corps purposes. If departmental meetings are held weekly, only one time slot a month could be reserved for Teacher Corps activities. If the guidance department sponsors a yearly Career Day for students, compromise concerning the Community Enrichment Day may be in order.

Supplies, Materials, Equipment, Support Services. Every effort should be made to anticipate the supply, material, equipment and support services needs of the project and to make adequate provisions for these needs in the funding requests. Project personnel should not have to look for their own desks, paper clips, typewriters, and secretarial help when they arrive to begin their work. Perhaps school personnel presently working as secretaries or custodians can help to advise the Steering Committee of specific support and supply considerations which will help the project to get off to a smooth start.

Orientation. The presence of a Teacher Corps project can mean the need to assimilate anywhere from 10 to 20 newcomers into school routines and activities. Every effort should be made to make these newcomers, as well as the volunteers and aides they will recruit, both comfortable and welcome. Standard procedures should be explained before, not after, they are violated. Orientation booklets could be prepared for the new staff members and the interns. Hospitality get-acquainted coffees and parties, perhaps before school officially begins, could be held to help both staffs get to know one another. In many cases, the same procedures used to welcome a new teacher could apply to Teacher Corps orientation activities. See Modules 1 - 8. Perhaps, the first issue of a Project newspaper could have a "Who's Who" theme rather than a "What's What" approach. The project's orientation contribution could be to write short-features or introductions about each of the staff members and interns as well as key participating regular staff members, perhaps with a slant towards individual interdisciplinary and basic skills interests and talents.

The Substitute Syndrome. Experience shows that despite offers of released time, on-site activities, and additional compensations, many teachers either refuse or are reluctant to leave their daily classes in order to participate in staff development or professional activities. The reason given for this is most often they do not want to leave their classes in care of an unfamiliar substitute, or that they will lose precious teaching time in the classroom. One way to avoid this substitute syndrome might be a conscious attempt to train and utilize the intern component of the project to help alleviate this real and sincere teacher concern. Perhaps, then, teachers could participate in on-site, regular school day professional and staff development activities within an atmosphere of security and enthusiasm.

Incentives for Participation

Individual Teacher-Staff Member Participation

- On-site coursework and staff development activities
- Free IHE courses
- Compensation for intern supervision or summer activities
- Scholarship Funds
- Credit for the Buddy group experience
- Flexible granting of credit for coursework (one hour courses, week-end courses, credit for a set number of volunteer activities)
- Released time during school day for project staff development activities

School Participation

- Additional materials/supplies/equipment
- Budget relief
- Individualized instruction opportunity, expecially for ESOL or mainstreamed students
- Additional staff
- Needs assessment/evaluation opportunity (Testing Program)
- Total staff development/professional update opportunity
- Total curriculum development opportunity
- Total school/community public relations opportunity
- Total educational opportunity for students

Other

Although achievement and enthusiastic, cooperative attitudes are hoped for, the project proposal will most likely have to speak for itself in providing additional professional, personal, intellectual and human incentives for participation.

PHASE II: SCHOOL/COMMUNITY STEERING COMMITTEE

Explanation. The School/Community Steering Committee, a pre-requisite of any Teacher Corps project, is formed to reflect and represent the interests of teachers, students, administrators, community groups, taxpayers, parent groups, IHE components, and the local professional organization.

The objectives of this group will be:

- to establish goals, definitions, roles, lines of communication, programs and policies of the proposed Interdisciplinary Teacher Corps Project.
- to oversee the preliminary decision-making process.
- to submit the written proposal package to the school staff and community for consideration, acceptance, and commitment.
- to oversee the application and Teacher Corps Project acceptance process.

The actual writing of the proposal can be accomplished by a designated representative or writing team. As in the case of the pre-planning stages, this group should have clearly defined leadership roles and responsibilities within the committee. Once the project is accepted, the Steering Committee is dissolved. However, some members may continue on the School/Community Advisory Council, an additional required and necessary structure within all Teacher Corps projects.

The pre-proposal planning group can assume several functions to assist the Steering Committee:

- Select committee members through open invitations, contacts with leadership of various components, or recommendations of the principal or interested staff members.
- Make necessary arrangements for funding, meeting times and space, secretarial services, equipment, and supplies. The specific schedules for meetings or other Steering Committee activities can be arranged by the committee after it becomes an entity. Members should have some idea of the specific amount of time and commitment involved before not after they accept the responsibility.

- Prepare committee members for participation in Steering Committee activities. Furnish each member with clear, capsuled information to help create an informed project planning and decision-making process.

    a. Demographic description of school/community in relationship to total school system and community. (number of students, staff members, households, etc.)

    b. Explanation of organization structure and governance of the school.

    c. Brief descriptions of existing activities and programs such as ESOL, Career Days, College Days, Human Relations Committees, Faculty and Departmental Committees, Student Government, PTA, Staff or Curriculum Development Committees or other standing Vertical or Horizontal Committee groups within the school.

    d. List of mandated needs and objectives currently requiring school-wide participation.

    e. Summary of Annual School Plan

    f. A copy of general and specific assumptions, subject to revision.

    g. A copy of pre-proposal planning group report and suggestions, subject to revision.

    h. Basic principles or aspects of staff development programs (Content, Commitment, Consensus, Collaboration, Communication, Coordination, Compromise, Convenience, Compensation, Concern)

    i. A list of management functions and responsibilities to consider in selecting project proposal activities and programs: Planning, Organizing, Directing, Staffing, Coordinating, Communication, Reporting, and Budgeting. Encourage planners to think of ways to meet stated or perceived individual or group goals, as well as the overall, stated interdisciplinary and basic skills achievement goals of the total project, when proposing or examining specific activities and structures within the project plan.

- Provide additional resources for Steering Committee use:

  a. A list of school or school system personnel who have comprehensive knowledge of Teacher Corps or other federal funding requirements and the proper proposal and application procedures.

  b. A list of specific guidelines or criteria used by the Teacher Corps in selecting project demonstration sites. Example: "Five Training Frameworks."

- Compile a list of suggested specific tasks for the Steering Committee's use. As most of the Steering Committee members will be volunteers they will have a limited amount of time to commit. A task list helps to distribute committee responsibilities and define specific tasks for which members can easily volunteer. Such a list would be used according to the committee's needs and wishes and could be used as a guide, not a directive.

  a. Steering Committee Scribe. (minutes and reminders of meetings)

  b. Define roles of components.

  c. Prepare a schedule of project activities.

  d. List definitions for terms used in project proposal and by Teacher Corps.

  e. Identify and make a list of possible overlap areas; offer possible solutions.

  f. Participate in presenting project proposal plans to small or large groups within the school and community before official presentation.

  g. Write job descriptions.

  h. Analyze the project proposal in terms of Teacher Corps criteria for application approval.

  i. Make funding or budget estimates

Hypothetical Steering Committee Membership

Teacher: Director of Proposal Planning Staff Development Group

Student: Student government leader in charge of student activities

Parent: PTA representative in charge of PTA publicity

Staff: Media center representative

Community: American Association of University Women, Local Branch member: Chairman in charge of topic implementation for 1977-79 topic: "Redefining the Goals of Education"

Teacher: Member of Social Studies Department who also has a physical education class and who has recent substitute teaching experience

IHE: Representative from Consortium for Continuing Higher Education in the Region

Administration: Assistant Principal in charge of program and curriculum development

Hypothetical Decision-Making Process: Steering Committee Directed

In-Committee

- Core Steering Committee Members meet, study preparation information, review pre-proposal planning group report, offer suggestions, alternatives, discuss problems and possibilities, volunteer and accept specific steering committee tasks.

- The writing team prepares a proposal draft based on committee consensus and from individually prepared task reports.

- Place copies of proposal draft in media center, teachers' lounge and nearest public library.

Pre-Draft Stage

The Steering Committees initiates the decision-making process before, not after the draft proposal is completed.

- Sends regular, short notices stating purpose, time, and place of meetings to faculty bulletins, PTA and other community newsletters, public libraries, local papers or for listing in published community and school calendars.
- Provides open opportunities for all possibly affected individuals to observe and contribute to Steering Committee activities and to receive information about the project proposal.
- Maintains a flexible attitude. Suggests and includes feasible alternatives in proposal draft, based on own or others' volunteered experiences.

Draft Stage

The writing team drafts a preliminary proposal and includes specific writing tasks and contributions from various Steering Committee members. For example, one member has outlined roles of participants, another has suggested a two year schedule for implementation.

Writers select plain language and a style or organization suitable for whole rather than one component's reading and understanding. They resist the urge to assert or assume. The format includes ample white space for easy reading and for readers to react in writing to specific activities, statements or implied concepts.

The Steering Committee decides to include a reading reaction sheet to go with each copy in order to give the reader an immediate and easy opportunity to respond.

Enough copies are made for use in the critical sales pitch/consumer-participant stage of the pre-proposal decision-making process.

They distribute a few copies to public library, media center, teachers' lounge and save the rest for the pre-proposal decision-making process.

Plan for the Decision-Making Process

The Steering Committee designs an orderly, but open structure to involve all perceived components in the proposed planned educational change. They decide to hold a series of invitational Bounce/Off-Bounce/Back question and answer sessions with various key individuals and departments within the school, community and broad school system.

The committee sets a date for an open Bounce to be held for parents and interested community members after the small group meetings are held.

The Steering groups decide to take care to insure that the project proposal will not be perceived as being a pet project of one individual or special interest group. Members agree to share presentation and moderating responsibilities and determine who will be in charge of each Bounce.

Steering Committee members suggest and list key individuals within the school community and from the total community and school system to involve in the formal pre-proposal decision-making process.

- Individuals with key leadership/responsibility/accountability positions within the school and possibly the school system.

- User/Target/Participant representatives.

Committee sends invitations to key personnel and representatives to attend a Bounce Session and asks for individual cooperation, opinion, and reaction to the proposed project and its concepts. A one page abstract of the proposal is attached to the invitation.

Steering Committee members share responsibilities and make follow-up phone calls or visits to schedule Bounce participants and to answer initial questions. Each scheduled participant receives a copy of the proposal and is invited to comment in writing on the copy.

Hypothetical School-Community and Teacher Corps Staff Roles

School Principal

Arrange or approve necessary secretarial, funding and support services for pre-proposal planning.

Help form and assist the Steering Committee.

Help make and guide the initial Sales Pitch.

Assist in the hiring process.

Oversee necessary arrangements to establish Project Center.

Help Teacher Corps Project Director and staff anticipate and solve overlap problems.

Participate in orientation activities.

Help school administrative and support staff members determine areas where school coordinating, monitoring, and assistance service will be needed. Delegate responsibilities and authority.

Serve as a member of the School Community Advisory Council.

School Community Steering Committee

Plan and write project proposal.

Determine tentative time line.

Determine tentative project staff roles.

Define terms, design a structure for project implementation.

Assist in obtaining parental, community and student understanding and support for proposed project and goals.

Assist in consensus/commitment process.

Help select and form Advisory School Community Council.

Central Administration

Provide advisory services and resources.

Furnish necessary forms and guidelines for obtaining Federal Funding Assistance.

Assist in formal Project Proposal writing.

Assist in analyzing Project Proposal for funding approval requirements and criteria.

Assist in obtaining necessary School Board, professional organization, and State governance approvals.

Assist in writing proposed budget.

Perform hiring and other personnel services.

School Community Advisory Council

Set project in motion.

Recommend and hire project director with approval of school principal.

Participate in planning, coordinating, and conducting School and Project Orientation activities.

Continue to advise, assist, and moderate project activities throughout the life of the project.

Participate in project evaluation processes from beginning to end.

Serve as a link between school, project staff, and the community.

Make recommendations for incorporating project activities and goals.

The Media Center

Provide space for Project base or center.

Share and contribute media center resources, talents, and expertise for teachers, interns, and students in carrying out project activities and goals.

Plan media center sponsored activities to reinforce or augment project participants' activities and accomplishments.

Make long-range plans for continuing interdisciplinary and basic skills development activities after project ends.

School and Community Organizations

Reinforce Teacher Corps project activities in organizational newsletters.

Assist in obtaining volunteers for specific project needs.

Encourage members to participate in Enrichment Day activities.

Encourage organizational leadership to use the Teacher Corps Project staff as a resource in conducting ongoing organizational activities and programs.

Plan and conduct volunteered special activities and programs designed to help individuals throughout the community to increase their basic reading, writing, study and computation skills as well as to widen individual horizons.

School Secretarial Staff

Anticipate procedural problems and try to solve them before they happen.

Inform project secretary and other staff members of standard personnel, supply, reporting, and equipment use procedures.

Conduct on-the-job training activities and demonstrations for new personnel.

Provide staff members with necessary account numbers, directories and other information for use in in-school, community or school system communications.

Assist informally during the orientation process.

Teachers (Aides)

Originate or accept initial overall needs assessment and assumptions formed during pre-proposal activity.

Participate in project planning during pre-proposal and sales pitch decision-making processes.

Accept or reject project proposal.

Express, define, and promise level of commitment at Project Initiation phase.

Participate in Four and One needs assessment.

Participate in total staff inservice days.

Participate in Buddy group activities.

Develop specific classroom materials and teaching aides.

Assist in training interns.

.Participate in on-site IHE coursework.

Receive scholarship assistance for interdisciplinary or secondary interest coursework.

Participate in evaluation processes.

Continue to have opportunity to participate in planning or requesting specific project activities.

Cooperate in involving students in project newspaper or other project activities.

Interns

Work on initial skills needs assessment with Four and One groups.

Participate in total staff inservice days.

Participate in several Buddy groups to develop Enrichment Day program and to develop curriculum materials.

Rotate among six departments during first six quarters.

Receive specialized training in selected department during last two quarters of the second project year.

Take IHE coursework on site with staff members.

Take university courses designed for interns by the IHE.

Run study centers with aides.

Assist in testing and evaluation plans and programs.

Field test curriculum materials.

Plan and execute individual and small group skills teaching activities.

Have an active voice in departmental planning activities.

Assist regular teaching staff by serving as responsible and contributing substitutes.

Participate in Buzz sessions with project staff members.

Institution of Higher Education (IHE)

Assist in planning during proposal writing and initial decision-making process.

Plan and conduct an intern training program in cooperation with Project Staff with administrative approval.

Help plan overall project testing and evaluation program.

Plan and conduct intern training programs and courses.

Participate in assessing staff perceived needs from Four and One groups.

Offer flexible credits for weekend courses and Buddy group experiences.

Conduct on-site coursework for interns, aides and teachers in each of the basic skills as related to content areas.

Observe classrooms and assess skills in preparation for Enrichment University activity day.

Teacher Corps Project Director

Establish structures or systems for record-keeping, Teacher Corps or school reporting requirements, in-staff communications and decision-making procedures, coordination activities, administration and funding procedures, and delegation of authority or responsibility.

Demonstrate an ability to work in compatible and cooperative fashion with the school administration and staff members.

Meet qualifications required by the Teacher Corps.

Meet qualifications listed in formal project proposal.

Work with the principal to avoid project and school overlap areas.

Direct, supervise, coordinate day-to-day project activities as well as long-range activity plans.

Provide continuing opportunities for communication with staff members, interns, IHE officials, administration, parents and members of the community.

Work with the Advisory School Community Council and provide members with an opportunity for active participation.

Participate in the selection of project staff and interns.

Teacher Corps Community Coordinator

Serve as liaison between school and community.

Enlist help from members of the business, civic, and volunteer organizations within the community.

Select aides.

Coordinate parent and other volunteer activities.

Supervise the planning of communication and other project public relations activities and requirements.

Participate in training of community volunteers, interns.

Direct and implement planning for Enrichment Day #1.

Work closely with Guidance Department.

Help to supervise or coordinate student activities related to project.

Project Program Development Specialist

Coordinate the total needs assessment program.

Coordinate Buddy groups and compile written curriculum materials.

Coordinate Enrichment Day #2.

Work closely with media center personnel.

Compile written curriculum materials from interns.

Work with the IHE to develop courses.

Work with different departments to develop interdisciplinary materials.

Help design a system or structure for involving students, interns, and teachers in making written contributions to Project Newspaper.

Supervise project orientation activities.

Help plan total school inservice days.

Work closely with Assistant principal in charge of curriculum.

Intern Team Leader

Coordinate and schedule intern program.

Work with IHE on intern courses.

Help integrate the interns into the total school pattern.

Arrange Buzz sessions.

Help in establishing study and skill centers.

University Coordinator

Act as university representative (serve with university approval).

Perform tasks and functions set by university with administrative and project approval.

Supervise intern teaching experiences.

Keep log of number of hours interns need and receive for state certification.

Devise college credit courses for both interns and inservice teachers.

Coordinate and plan Enrichment Day #3.

Assist in testing and evaluation program.

Assist in planning additional workshops or courses requested throughout the project.

Project Secretary

Perform routine clerical and secretarial services.

Help to coordinate and meet project communication needs.

Work closely with school secretarial staff.

Produce Project Newspaper with help of total project staff, interns, contributing teachers, students, staff members and with the assistance of community and parent volunteers.

Hypothetical Time Line - Project Year I

6 months to 1 year	PREPARATION: (IHE PLANNING) Pre-Proposal/Proposal/Acceptance Proposal/Application/Acceptance
Spring	SCHOOL COMMUNITY ADVISORY COUNCIL MEETS
	HIRE PROJECT DIRECTOR/STAFF
	ORIENTATION ACTIVITIES
Summer	SCHOOL STAFF PREPARES FOR TEACHER CORPS
	IHE MANAGEMENT COURSE (PROJECT PLANNING)
	DESIGN TESTING AND EVALUATION PROGRAM
	SELECT INTERNS
	IHE PLANNING
Fall	SCHOOL COMMUNITY ADVISORY COUNCIL MEETS
	IHE COURSE #1
	FOUR AND ONE GROUP SKILLS ASSESSMENT
	STUDENT TESTING PROGRAM #1 (SKILLS)
Early Winter	TOTAL STAFF INSERVICE DAY
	BUZZ SESSIONS BEGIN
	PLAN AND HOLD ACTIVITY DAY #1
	BEGIN PROJECT NEWSPAPER
	INITIATE SKILL AND STUDY CENTERS
	SEVENTH PERIOD "CHOICE" ACTIVITIES
	INTERNS ROTATE DEPARTMENTS
	SUPPORTING COMMUNITY ACTIVITIES
	SCHOOL WIDE TEST FOLLOW-UP ACTIVITIES
Late Winter	INTERN COURSEWORK
	IHE COURSEWORK #2
	INTERNS ROTATE DEPARTMENTS
	PROJECT NEWSPAPER CONTINUES
	BUZZ SESSIONS CONTINUE
	STUDY AND SKILLS SESSIONS CONTINUE
	SUPPORTING MEDIA CENTER ACTIVITIES
	ENLIST AND TRAIN COMMUNITY VOLUNTEERS
Spring	BUDDY SYSTEM BEGINS
	ENRICHMENT DAY #2
	SPECIAL WORKSHOP ACTIVITIES
	PUBLISH CURRICULUM MATERIALS
	SCHOOL COMMUNITY ADVISORY COMMITTEE MEETS
	STUDENT-SPONSORED GAMES DAY
	EVALUATION ACTIVITIES
	SCHOOL COMMUNITY ADVISORY COUNCIL MEETS
Summer	PLAN TESTING PROGRAM #2
	SUMMER IHE OPPORTUNITIES
	PROJECT STAFF EVALUATES YEAR #1
	PLAN YEAR #2

Hypothetical Time Line - Project Year II

	PROJECT NEWSPAPER CONTINUES
	SCHOOL COMMUNITY ADVISORY COUNCIL MEETS
Fall	TESTING ACTIVITY #2
	BUDDY GROUPS DEVELOP CURRICULUM MATERIALS
	PUBLISH BUDDY GROUP BOOKLET, DISTRIBUTE
	BEGIN PLANS FOR ENRICHMENT DAY #3
	BEGIN COMMUNITY-HOME ACTIVITIES
	CONTINUE INTERN PROGRAM
Early Winter	CONTINUE INTERN ROTATION
	CONTINUE BUZZ SESSIONS
	CONTINUE STUDY AND SKILL CENTERS
	TEACHERS BEGIN CROSS-OBSERVATIONS
	IHE COURSE #3
	TEACHERS DEVELOP OR EXPRESS INTER-DISCIPLINARY OR SECONDARY INTERESTS
	ENLIST AND TRAIN COMMUNITY VOLUNTEERS
	CONTINUE PROJECT NEWSPAPER
	SPECIAL PROGRAMS FOR PARENTS AND COMMUNITY
	INTERN COURSEWORK BEGINS
	IHE OBSERVATIONS BEGIN
	SCHOOL COMMUNITY ADVISORY COUNCIL MEETS
	INTERNS SPECIALIZE
Late Winter	INTERNS CONTINUE STUDY AND SKILLS CENTERS
	SUPPORTING MEDIA CENTER ACTIVITIES CONTINUE
	SUPPORTING COMMUNITY AND PTA ACTIVITIES
	SHOWCASE/DEMONSTRATION ACTIVITIES
	ENRICHMENT DAY #3 (UNIVERSITY
	IHE COURSE #4
Spring	PROJECT NEWSPAPER CONTINUES
	EVALUATION ACTIVITIES CONTINUE
	SPECIAL INSERVICE ACTIVITIES
	SKILL AND STUDY CENTERS CONTINUE
	CONTINUE BUZZ SESSIONS
	INTERNS, TEACHERS FIELD TEST MATERIALS
	PUBLISH MATERIALS DEVELOPED IN INTERN TEACHER COURSEWORK
	BEGIN EVALUATION/THANK YOU/WIND DOWN ACTIVITIES
	EVALUATION PERIOD
Summer	SCHOOL STAFF DEVELOPMENT INCORPORATION PLANS
	CURRICULUM DEVELOPMENT INCORPORATION PLANS
	MEDIA CENTER INCORPORATION PLANS
	PLAN FINAL TESTING PROGRAM FOR FALL
	PLAN NEW SCHOOL-BASED TESTING PROGRAM

Hypothetical Make-Up of Bounce Sessions

To be conducted or moderated by a steering committee member or a team of members. Participants bring their copy of the proposal to the BOUNCE and are asked to share their written comments along with their reactions. Each participant is asked to anticipate how this Teacher Corps project would affect his or her daily activities and responsibilities.

BOUNCE #1: The Gatekeeper

- the principal
- the principal's staff

BOUNCE #2: The Media Center Director

- the media center director
- the media center staff

BOUNCE #3: Representative School Staff Members

- a department chairman
- representative from school Human Relations Committee
- member of student/faculty council
- school secretary
- school head custodian
- teacher with long tenure on the staff
- newly trained and certified staff member

STEERING COMMITTEE REGROUPS..MAKES ANY
NECESSARY ADJUSTMENTS TO PROJECT PROPOSAL..
INVITES MEMBERS OF THE ORIGINAL STAFF
DEVELOPMENT PLANNING COMMITTEE TO ATTEND
TO LEARN OF THE PROPOSAL'S COURSE.

BOUNCE #4:

- member of school board
- representative from community council
- Superintendent of schools or designee
- staff development helping teacher
- IHE representatives
- professional organizational representatives
- SEA representative

BOUNCE #5:

- open meeting for parents and community

BOUNCE #6:

- department heads

FINAL HYPOTHETICAL PRELIMINARY DECISION-MAKING PROCESS

Steering Committee members meet, compare notes, re-shape the proposal if necessary, adds changes, suggestions, and alternatives. The Steering Committee with the assistance of the principal plans for the Consensus-Commitment stages of the decision-making process. Plans are made to present the proposal within an atmosphere of enthusiasm rather than guilt. The committee decides to give public (school) recognition to those teachers or departments who have individually or collectively been teaching the basic skills of reading, writing, computation and study in an interdisciplinary fashion all along. A math teacher has a unit on nutrition; an English teacher uses Newton's Laws to explain dramatic plots; a physical education teacher teaches study (management) skills in baseball; a shop teacher teaches his students how to read and write directions. This upbeat approach along with a frank admission of weaknesses will be used to present the proposal in small and large group meetings.

Consensus-Commitment Plan and Process

The writing team prepares and distributes a two page proposal summary which includes a recap of the preliminary proposal process to all school staff members. Attached is a list of names of all people who have participated in the proposal process. The scribe sends a copy of the steering committee report to all BOUNCE participants.

Consensus Schedule

Principal's staff meets for consensus - Goal: Commitment
Media staff meets for consensus
Department heads meet for discussion, questions
Departments and grade levels meet for discussions, questions
Standing committees meet for discussion, consensus
Departments meet for consensus
Total staff meets for discussion
PTA or other parent group meets for discussion, consensus
Open BOUNCE is held for any interested individual within any component
Total staff meets for consensus
Total staff meets for level of commitment and official commitment

Project proposal is turned over to appropriate individuals best qualified to re-shape proposal with suggested changes to meet federal assistance and Teacher Corps criteria and requirements for form and format of presentation.

HYPOTHETICAL OUTCOMES

The PTA supports project goals and:

- forms a volunteer committee to plan, organize, implement and help produce and distribute the Project Newspaper with an eye towards eventual incorporation in the school curriculum development program after the project leaves.
- requests that Enrichment Day activities are planned to coincide with PTA meeting and open house nights. Parents receive an immediate and convenient opportunity to learn of project progress and to see exhibits.
- the PTA program committee plans a series of PTA sponsored multi-media events for parents and teachers with a BLAST theme. Featured are programs on "How to improve your reading speed and comprehension", "How to overcome your fear of writing", "How to compute with and without a computer", and "How to improve your decision-making skills in the face of over-choice". Programs are on regular PTA meeting nights.

The American Association of University Women in cooperation with the Community Council and the Teacher Corps project staff holds a series of free open community workshops at the school on "Things about thinking you never thought to ask". All interested staff members, students, parents and members of the community are invited to attend.

As a result of discussions on the substitute syndrome raised through the BOUNCE session discussions and in the project proposal decision-making process, the Teacher Corps project staff conducts a two-part workshop on substitute teaching. Goal: Develop one-page guidelines on:

- substitute teaching survival techniques.
- how to prepare for and use a substitute.

Participants are teachers, regular substitute teachers, and interns.

****